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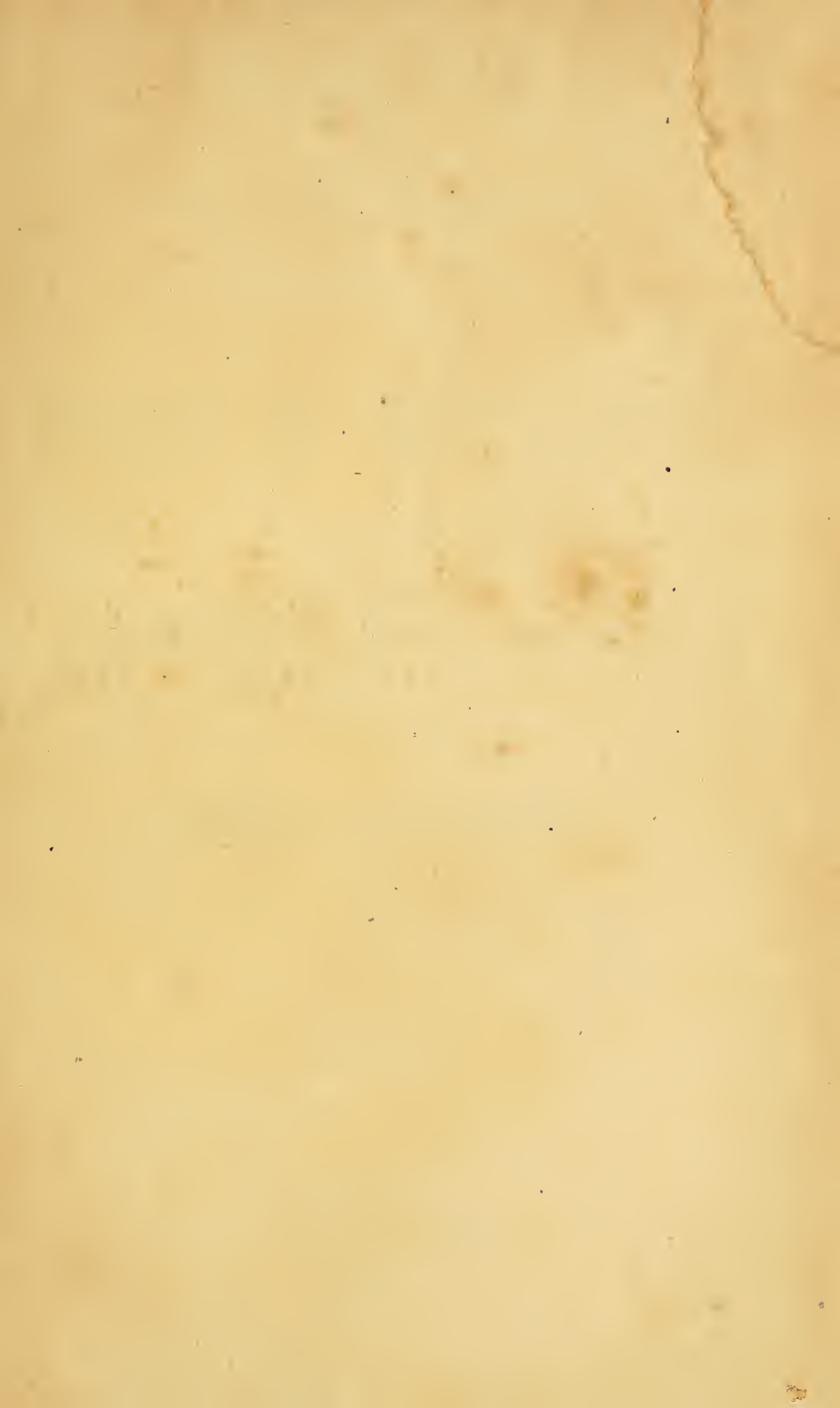


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THIRTY-THIRD

ANNUAL REPORT

OF THE

BOARD OF EDUCATION,

TOGETHER WITH THE

THIRTY-THIRD ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

BOSTON:

WRIGHT & POTTER, STATE PRINTERS,

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1870.

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ERRATA.

On page lxix of Appendix, sixth line from the top, and last column but one of the figures, instead of 5,828, read 858; and make a similar correction on page lxxii, 11th line from the top.

On page xxxiv, average wages of male teachers in Brighton should be \$151.40; of female teachers, \$39.20.

ANNUAL REPORT.

The Thirty-Third Annual Report of the Board of Education to the Legislature.

The Board also respectfully submit herewith the Reports of the Visitors of the several Normal Schools, from which the present condition of those institutions will be learned, and the Reports of the Secretary and Agent of the Board which contain many interesting facts and valuable suggestions. A large amount of information may be obtained from the abstract of the school reports respecting the present state of education in the Commonwealth.

It is the duty of the Board in their annual report to make "such observations upon the condition and efficiency of the system of popular education, and such suggestions as to the most practicable means of improving and extending it, as the experience and reflection of the board dictate." In fulfilment of this duty, the Board herein propose certain changes and improvements which would in their judgment, greatly increase the efficiency of our system of education.

To secure the best system of education, there must be trained teachers, constant supervision of the schools by competent persons, and a general interest in the subject of education throughout the community. Trained teachers are the first requisite ; for the benefits resulting from the successful operation of schools are immediate and apparent, and the greatest interest is felt in such schools, and means for their support are more freely given.

At present, teachers are regularly trained only in the Normal Schools. "The design of the Normal Schools is strictly professional, that is, to prepare in the best possible manner the pupils for the work of organizing, governing and instructing, the Public Schools of the Commonwealth." The great importance of these

schools is set forth in prior reports of the Board, and is shown both by the strong hold they have upon the public in all parts of the Commonwealth, and by the great desire to secure their pupils as teachers. They graduate about 160 yearly, while from 6,000 to 8,000 different persons are employed annually as teachers. The majority of these graduates teach less than three years, so that only about seven per cent. of our teachers are regularly trained. It is true that the good accomplished by the Normal Schools cannot be estimated by the number of graduates, for one good teacher can introduce the normal system into a large school, and through that into all the schools of the town. But it is undeniable that the State cannot depend on the Normal Schools for teachers. They must be principally graduates of the High Schools. These are maintained in 162 towns, embracing more than 1,000,000 inhabitants, or 82 per cent. of the population. If the teachers in these schools are trained in the Normal Schools, and if provision is made by law for a six months' course of instruction in the High Schools in the theory and art of teaching and governing, for all who desire to become teachers, the normal system of teaching will soon be diffused throughout the State.

Our system of education can be maintained and improved only by giving to each locality the means of educating teachers sufficient for its own requirements and training them at or near their homes. The expense of the course at the Normal Schools to those living at a distance prevents many from entering, while the small salaries paid the female teachers, offer slight inducement to prepare for the work. The price of board has been about five dollars a week, which, with the outlay for dress, travel and other items makes the entire expense between \$500 and \$600. The graduates teach on an average three years, their compensation is about \$35 a month, and deducting board, they receive \$450 towards the expenses incurred in their preparation; or, in other words, they pay between \$50 and \$150 for the privilege of teaching three years. Where the young ladies board at home the whole time, the compensation is less inadequate.

The Board have heretofore deemed it unwise to encourage the formation of a regular advanced class in the Normal Schools whose instruction cannot fail to divert a considerable amount of the time and attention of the teachers from the undergraduate course. Last year, however, they adopted the suggestion of their Secretary for an

additional course of two years, and asked the legislature for the necessary appropriation to enable them to furnish facilities for a thorough preparation of competent teachers for the High Schools. An advanced course was commenced at Framingham several years ago. There is neither room, nor are there teachers sufficient either at Bridgewater or Salem for organizing advanced classes. There are 300 pupils at those schools, with accommodations for 240. The buildings at Westfield and Framingham have been enlarged during the past year, and will answer the wants for some years.

As the advanced course will be a voluntary one, the numbers entering upon it will be largely determined by the demand for teachers of a higher grade. At first the numbers may be small, and the increase will be gradual, but we believe the time will soon come when a large proportion of those who resort to the Normal Schools will pursue the course required to fit them for teaching in the High Schools. In this way, more effectively than in any other, will the best methods of teaching and conducting the Common Schools be made to prevail. Ample facilities, therefore, for the advanced course should be provided; and in the meantime, classes for training teachers for the Common Schools should be organized in the High Schools wherever practicable.

The Normal Schools have neither a sufficient corps of teachers, nor are the teachers adequately compensated for their services; they have neither apparatus nor proper facilities for their work in order to accomplish the greatest good; \$5,000,000 are annually expended in the State for the support and maintenance of Public Schools, only \$40,000 by the State, or less than one per cent., for training teachers for these schools.

The appropriation for the current expenses of the Normal Schools should be increased to \$50,000 a year; and provision made for the enlargement of the buildings at Bridgewater and Salem.

From the causes which have been stated it will be evident that the benefit of these schools is confined in a great degree to the section in which they are located; an examination of their catalogues shows that about eighty per cent. of the pupils in each, come from towns and cities within twenty miles of the school.

Middlesex and Essex Counties have Normal Schools within convenient access of nearly every town, and have twice as many pupils in proportion to population as Worcester County ; while Hampden has three times as many as Berkshire, and one-half more than Franklin. Worcester County alone would fill a Normal School if it furnished as many pupils in proportion to its population as Hampden, without withdrawing a single pupil from existing schools. It seems desirable, therefore, that a Normal School should be organized in Worcester County.

An appropriation was made in 1869 for the building of boarding-houses at Bridgewater and Framingham to reduce the cost of board. These have been erected and are now filled, and the price of board will be thereby reduced at least one dollar per week. This appropriation was on condition that the young ladies should pay to the Commonwealth the interest on the cost of building. The price of board would be still further reduced if this condition were removed.

The schools of the large towns and cities in the Commonwealth are undoubtedly better than at any former period, and are probably equal to those of either of our sister States ; but the schools in many of the agricultural towns, and the back districts of some of the large towns have not kept up with the general improvement, and are little, if any, better than those sustained in the same place thirty or forty years ago.

The Agent of the Board in his report for 1869, quotes from the school committee of one of these towns. The school-houses " are unpainted, dingy, with broken doors and windows, poorly affording protection against wind and rain, and hard, mutilated benches. We doubt whether there is a school-house in town, which would sell at auction for over \$60." This neglect is caused by the extreme sub-division of the territory into independent districts, which necessitates the employment of poor teachers, the lack of means, and the ignorance of the people of their real wants. The visits of the Agent of the Board to some of these towns have been productive of great good, but one agent can accomplish but little when so much is to be done. Provision is generally made in the cities and large towns for the supervision of the schools either by a superintendent or some member of the school committee acting as superintendent. The smaller towns cannot afford the expense

of such a supervision, nor easily find a person competent to perform the duties. A system of county supervision is required to meet this want. This plan has been tried with success in other States. The need for such supervision was set forth in the last annual report of our Secretary so concisely and clearly, that nothing can be added except that until this provision is made, Massachusetts will be behind many of the States in furnishing the best system of education for her children.

In 1867, the Commonwealth incorporated the Clarke Institution for Deaf Mutes at Northampton, and made provision for the education of the deaf either at this school or at the American Asylum in Hartford. The direction and supervision of the education of the deaf was entrusted to the Board of Education. The Clarke Institution has received from its founder, John Clarke, Esq., of Northampton by gift and bequest over \$250,000. This is among the largest single benefactions ever made to any institution. The memory of such men should be held in grateful remembrance by the Commonwealth.

The immediate results of the establishment of this school have been : the gathering within its walls of 43 pupils, who are taught to articulate, and to read from the lips ; the organization of classes in lip-reading, and articulation at the institutions of New York, Ohio, Indiana, Illinois and Minnesota, as well as in other States ; the establishment of a public day school in Boston, taught by the same method, which is the only one of the kind in the world, and a large increase in the number of deaf mutes brought into schools. At the time this school was chartered there were 114 Massachusetts pupils at the American Asylum. There are now 125 at the Hartford, 29 at Northampton, and 26 at Boston ; 180 in all. This increase of 60 per cent. in the number under instruction, shows the interest that has been excited in this subject, and the great good that has been already accomplished.

It is too early yet to form any opinion upon the merits of this new system ; but enough has been accomplished to prove the wisdom and necessity of establishing a school in this Commonwealth where the deaf can be taught to hear with the eye, and the dumb to speak.

The question of the expediency of establishing free drawing schools for industrial and mechanical purposes was committed to

the Board by the last legislature. The committee of the Board to whom the matter was referred, after full hearing of the petitioners, and other interested parties, and a careful examination of the subject, are unanimous in favor of the introduction of such instruction.

A bill for the establishment of free drawing schools will be submitted to the legislature.

WILLIAM CLAFLIN.
JOSEPH TUCKER.
GARDINER G. HUBBARD.
WILLIAM RICE.
EMORY WASHBURN.
SAMUEL T. SEELYE.
JOHN D. PHILBRICK.
DAVID H. MASON.
HENRY CHAPIN.
ALONZO A. MINER.

REPORTS OF VISITORS

OF THE

NORMAL SCHOOLS.

FRAMINGHAM.

The Visitors of the State Normal School at Framingham might very well content themselves with communicating the full and discriminating report of the Principal, Miss Johnson, without adding anything to the suggestions and facts which it contains. They wish, however, to bear their own testimony to the condition of the school, and to add one or two remarks, in which they are, in some measure, led to indulge, from this being the last opportunity they will have of stating the results of their observation, after a pretty long and, to them, pleasant and interesting connection with the school. In this they have ever found a kind and cordial coöperation on the part of the Board and its Secretary and Agent. They have been aided in their administration by the counsel and sympathy of all these, and the school has been greatly encouraged and sustained by the uniform interest and appreciation which they have manifested in its affairs. Nor is it too much to say, that the school has, in return, felt sensibly how much it has owed to the countenance and encouragement which it has also received at the hands of the Chief Magistrate of the Commonwealth and other friends of popular education, as well as the Board of Education and its officers and agents. There have been times indeed when, if these were not needed, they were most opportune and grateful. During the time that these Visitors have had charge of the school, while its general plan and policy have remained the same, there have been changes in the persons to whom its administration has been committed. In September, 1866, Miss Annie E. Johnson was placed at the head

of the school, and was formally inducted into office by His Excellency Governor Bullock, whose eloquent and appropriate address on the occasion was published in the report of the Board of that year, and forms an interesting and important incident in the history of the school. It was inaugurating a somewhat new policy to fill the place which had been occupied by a skilled and experienced teacher of the other sex, by one who, in addition to the circumstance of sex, had had little opportunity to test her fitness to administer the affairs of such an institution. She had indeed given satisfactory proof of a capacity to teach, and those who knew her best, were confident that she would not be found wanting in the other requisite qualifications for the place. She has now been at the head of the school long enough to test and establish her fitness for the place beyond controversy; and the Visitors might confidently refer to the present Chief Magistrate, who has more than once favored the school by his presence, as well as to the Board of Education and to the many friends of education who have visited the school during her administration, for the fidelity as well as skill and tact with which its affairs have been managed, and instruction in all its details carried out. She has, in all this, been sustained by an able, willing and faithful body of assistant teachers, while the harmony that has prevailed between them and the pupils of the school has given unmistakable evidence of the manner in which the aims and interests of the school have been sought to be advanced. Those at present who constitute this corps of teachers, are: Annie E. Johnson, Ellen Hyde, Ellen A. Chandler, Isabel C. Tenney, Emma F. Moore, Abby P. Kelley, Amelia Davis and Christine Chaplin.

Two difficulties had developed themselves in the progress of the school, which the Board of Education took early measures to obviate, and which are about to be crowned, as the Visitors hope, with satisfactory success. One of these was the want of accommodation within the building in which the school is conducted, and the other was in procuring board for the pupils at reasonable prices and within convenient distances. While the people of Framingham have ever manifested a commendable liberality towards the school, there were few families in the town to whom it was convenient or desirable to accommodate boarders. And the number of these was diminishing rather than increasing as time went on. It had come to be a desirable auxiliary to the

Normal training of the school, that classes of children should be taught by the pupils, under the charge and direction of the Principal. But no room suitable for the purpose was provided in the school-house as originally constructed. Other rooms were greatly needed also, and an addition has been made, under an appropriation by the State, to the original building, whereby a large recitation and convenient school-room are provided upon the first or lower story, three rooms, connected with the principal school-room, in the second story, and all these are finished and ready for use. A room designed for instruction in drawing is much needed, and can be provided at a trifling expense in a third story of the building. But the Visitors were unwilling to exceed, in the construction of the addition, the sum appropriated specifically for that purpose, and therefore have left the last mentioned room unfinished. One or two other inconsiderable alterations are suggested as desirable, by the accompanying report of the Principal, in which their nature and extent are more fully explained.

Upon the representation of the Board of Education, the legislature appropriated the sum of \$20,000 for the purpose of erecting and furnishing a boarding-house for the school. It was supposed that the requisite site for the building could be obtained by exchange of a small parcel of land belonging to the school, which the Board were authorized to make. The Visitors of the school were made a committee by the Board to see these measures carried out, and they at once entered upon the duty. They employed Mr. Alexander Esty, a skilful and experienced architect, to prepare plans and superintend the construction of the house. But when it became necessary to fix the locality of the same, it became obvious to any one that it was both desirable and expedient to procure a parcel of land adjoining that obtained by exchange, on which to place it. The committee only hesitated because it would require the additional appropriation of \$1,200. But upon consultation with some of the principal officers of the State connected with the Board, they became satisfied that duty to the State required that the purchase should be made. If, notwithstanding the convenience and singular beauty of location of the house, it should be thought inexpedient to retain the parcel thus required, the Visitors are assured that the same could be readily disposed of, so as to more than indemnify the State for the expenses of the purchase and its occupation.

Under the circumstances above explained, a suitable and convenient boarding-house has been erected, and will be ready for occupation early in January, wherein forty teachers and pupils can be satisfactorily accommodated. The work of both the addition to the school-house and the erection of the boarding-house was undertaken by Mr. John J. Shaw, a skilful and experienced contractor, who has prosecuted the same with commendable energy, and the character and promptness of the work have justified the confidence which the Visitors had been led to place in him as a faithful and reliable builder.

While the Visitors have aimed to keep strictly within the appropriation on the part of the legislature, it is hardly necessary to add that if the State sees fit to retain the land purchased as above mentioned, an additional appropriation therefor will have to be made. Besides this, it will be necessary to provide for the payment of the means of warming the school-house, which has become necessary from the wear and decay of two of the furnaces heretofore in use, and the removal of the third furnace into the boarding-house, and replacing these by a steam-heating apparatus which was believed to be the most economical mode of supplying the requisite warmth for the building.

When these improvements shall have been completed, the Board may feel reasonably assured that the school is provided with all requisite accommodations and conveniences for its conduct and management. It has a corps of skilled, competent and faithful teachers. In common with the other Normal Schools it has been gaining upon the public confidence, and may claim an honorable rank among these admirable institutions. While those who are taught here are to prove themselves worthy of the calling to which they are educated, and to take part in the arduous and responsible duties of teachers in the schools of the Commonwealth, the Board of Education have cause to congratulate themselves that the sentiment so often urged by them that labor should be paid according to its actual value, rather than the sex of the laborer, has been gaining strength in the public mind, and they may confidently hope that more adequate salaries may hereafter be paid to the Normal and other teachers of schools, than has hitherto been done.

Among the wants yet to be supplied to the school at Framingham is that of books, of which there is a great deficiency, espe-

cially in general literature. The principal has in her report recognized the recent generous gift of books by Messrs. Little, Brown & Co., which deserves special notice in a Report of the condition of the school, while the Visitors indulge the hope that other benefactors may thereby be stimulated to a like generosity.

In concluding this final Report of their connection with this school, the Visitors would be doing injustice to their own feelings if they failed to acknowledge an interest in its success which has been constantly increasing with every visit which it has been their privilege to pay to it. In what they have done, they have, however, but carried out what the other members of the Board have been doing as Visitors of the other Normal Schools in the State, and they ought to express their appreciation of the uniform courtesy and consideration which have distinguished the acts and deliberations of the Board during the somewhat protracted period in which as Visitors, they have been honored by a membership of it. Nor can they doubt that under such auspices, the system of Normal culture and education in the Commonwealth will continue to gain confidence, and be marked with a still more distinguished success.

They would only add, that they commend again the accompanying Report of the Principal, and ask for the recommendations which it contains, a careful and considerate attention.

Gentlemen of the Board of Visitors:

The Statistics of the Framingham Normal School for the year 1869, are as follows:—

Graduates of the Winter Term 1868-9, 1st Course, . . .	15
of the Summer Term 1868-9, 1st Course, . . .	12
of the Summer Term 1868-9, 2d Course, . . .	9
Number that left without graduating, . . .	18
of Advanced Class, Winter Term 1869-70, . . .	3
of Senior Class, Winter Term 1869-70, . . .	15
of Second Class, Winter Term 1869-70, . . .	15
of Third Class, Winter Term 1869-70, . . .	14
of Fourth Class, Winter Term 1869-70, . . .	45
Total,	— 146

The Average Age of Classes.

Advanced Class,	21.1
Senior Class,	20.02

Second Class,	18.33
Third Class,	18.04
Fourth Class,	18.15

There are nine States represented:—

Maine, 1; New Hampshire, 10; Vermont, 1; Massachusetts, 126; Rhode Island, 1; Connecticut, 1; New York, 3; New Jersey, 1; South Carolina, 2.

Six Counties of this State are represented:—

Worcester, 47; Middlesex, 68; Norfolk, 5; Essex, 2; Bristol, 2; Suffolk, 6.

The Towns represented, are as follows:—

Framingham, 23; Westborough, 10; Marlborough, 7; Worcester, 6; Concord, 5; Pepperell, Natick and Needham, each 4; Stow, Hubbardston, Ashland, Lancaster and Southborough, each 3; Wayland, Northborough, Stoneham, Groton, Clinton, Holliston, New Bedford, Dorchester, Hopkinton, Boston, Blackstone and Dana, each 2; Andover, Acton, Ashburnham, Bolton, Brookfield, Cambridge, Dover, Fitchburg, Gardner, Grafton, Lowell, Leominster, Millbury, Milton, Mendon, Medfield, Milford, Newton, Newburyport, New Braintree, Upton, Watertown, Webster and Winchendon, each 1.

The occupations of the parents are:—

Farmers, 49; mechanics, 23; manufacturers, 8; merchants, 8; traders, 7; lawyers, 5; teachers, 4; clergymen, 4; machinists, hotel-keepers, painters, tailors, shoemakers and agents, each 3; mill operatives, overseers, railroad employés, doctors, superintendents, each 2; artists, cotton buyers, laborers, shoe dealers, clerks, gardeners, cashiers, naval officer, baker and miller, each 1.

We have been fortunate in retaining the same corps of teachers through the year, all of them being efficient workers; and there has been nothing to greatly disturb the harmonious progress of the school.

The smallness of the present advanced class is probably owing to the straitened means of those who would be glad to avail themselves of the advantages of a second course, as well as to some uncertainty as to the subjects to be studied. Pending the action of the Board of Education, in respect to the programme of study for the four years' course, we have pursued the same plan of study in the advanced class of this year as heretofore. It is to be earnestly desired that a definite plan should be adopted by the Board, as constant inquiries are being made to which only an uncertain answer can be given.

The young ladies of the second and senior classes have been greatly benefited by the opportunity of giving oral lessons to a class of children from one of the village schools. We were obliged to give up the little school which we had during the spring because we had not a room to spare for them. We are looking forward to a village school, which we are to have in one of our new rooms, as a larger means of training our pupils in methods of instruction, both by their own observation and practice in teaching.

The constant sound of hammers and other tools in and about our building during the present term, has been a somewhat serious hindrance to our usual still and peaceful life in the school-room, although there has been much less of noise than could have been expected from the presence of so many workmen in all parts of the building.

The adding of a new piece to an old building, always brings out, in fuller relief, all defects and needs of repairs, so it has been necessary to mend water-pipes, to renew gutters, and to change the method of heating.

There remain still some important things to be done before the whole building will be in proper order. The new drawing-room ought to be completed immediately, and the room in the third story on the west should be fitted up for a library. Both these things could be done at less expense before the present workmen leave here, than by a further delay. Some appropriation is greatly needed to put the grounds in good order, about the school building and the boarding-house, as soon as the spring opens.

We have had lectures during the year from Hon. Joseph White, Prof. Emory Washburn, Hon. D. H. Mason, Prof. W. P. Atkinson, Prof. John P. Marshall, and A. J. Phipps, Esq., Agent of the Board.

Several public documents for the library have been received from Hon. George S. Boutwell, and Little, Brown & Co., have sent a valuable package of books.

All which is respectfully submitted.

ANNIE E. JOHNSON,
Principal of Framingham Normal School.

FRAMINGHAM, December 9, 1869.

EMORY WASHBURN.
D. H. MASON.

SALEM.

The statistics of this school for the year 1869 are as follows:—

1. The whole number of pupils since the opening of the school, Sept. 13, 1854, is 1,286.

The number in attendance during the first term of the year, 147; during the second term, 164. Number of different pupils during the year, 216.

Class admitted Feb. 18, 1869, 36; average age, 18.2 years. Class admitted Sept. 2, 1869, 66; average age, 18.03 years.

2. Of the 102 pupils admitted in 1869, Salem sent 10; Lynn, 9; Lowell, 8; Saugus, 6; Middleton, 5; Beverly, 4; Chelsea, Dracut, Lynnfield, Marblehead, and North Chelsea, 3 each; Charlestown, Cohasset, Gloucester, Malden, Newburyport, and Oakham, 2 each; Andover, Boston, Boxford, Georgetown, Salisbury, Walpole, Groton, Hingham, Lawrence, Melrose, Milton, New Bedford, North Andover, Cambridge, Wilmington, Peabody, Rockport, Somerville, Stoneham, Wakefield, Yarmouth, 1 each. The State of Maine sent 2; New Hampshire, 7; Rhode Island, Iowa, Louisiana, 1 each.

Of the 216 pupils present during the year, Essex County furnished 96; Middlesex, 47; Suffolk, 17; Norfolk, 6; Worcester, 6; Bristol, 3; Nantucket, 3; Barnstable, 2; Plymouth, 2; Franklin, 1.

3. The fathers of the pupils admitted during the year are, by occupation, as follows: Farmers, 19; carpenters, 11; merchants, 5; mechanics, and shoemakers, 4 each; bakers and sea-captains, 3 each; butchers, engravers, mariners, masons, overseers, shoe-cutters, stone-cutters, and teachers, 2 each; blacksmith, carriage painter, commission merchant, coal dealer, clothier, clerk, commission agent, editor, engineer, fish dealer, grocer, harness-maker, laborer, lawyer, lumber dealer, machinist, mill employé, painter, physician, planter, paper-hanger, policeman, post-master, owner of saw-mill, stone-mounter, shipwright, real estate agent, travelling agent, trader, tanner and currier, undertaker, upholsterer, U. S. internal revenue assessor, victualler, 1 each; unknown, 3.

4. Of the class admitted in February, 2 had taught school; of the class admitted in September, 11; total, 13.

5. Number that graduated Jan. 21, 23; July 8, 20. A second degree was conferred upon two in January, and upon three in July.

6. The whole number of graduates of the school is 552.

7. Number of pupils in the several classes during the first term of the year : advanced class, 5 ; class A (senior,) 22 ; class B, 35 ; class C, 49 ; class D, 36.

Number during the second term : class A, 26 ; class B, 35 ; class C, 29 ; class D, 74.

8. The school has been favored, during the past year, with valuable lectures from Hon. Joseph White, Secretary of the Board of Education ; Abner J. Phipps, Esq., Agent of the Board ; Prof. John P. Marshall, of Tufts College ; Prof. William T. Atkinson, of the Massachusetts Institute of Technology ; and Prof. E. S. Morse, of the Peabody Academy of Science. Excellent readings have been given by Rev. Hugh Elder, of Salem.

9. Two hundred and fifty-four volumes have been added to the library of text-books. The class that graduated in January, 1869, generously added thirty-two handsome volumes to the library of general literature.

Contributions to the cabinet have been made by Prof. John P. Marshall, of Tufts College, and by Alfred Peabody, Esq., and Dr. George A. Perkins, of Salem.

10. As the number of pupils in the school for the year 1868 was larger than in any preceding year, so the number in 1869 has been larger than in 1868. The fine abilities of the Principal, Mr. D. B. Hagar, his untiring industry, and the fidelity of an able corps of Assistants, add to the popularity of the school year by year.

11. It has hence become necessary to increase its accommodations. In the absence of a central site for a new edifice, it has been thought expedient to enlarge the present building.

The following statement by the Principal of the school, of the defects of the present edifice and of the proposed methods of remedying them, places the whole matter in a clear light :—

1. The house was constructed for the accommodation of 120 pupils. The main room contained, at the time I took charge of the school, 120 desks, which were as many as the room could conveniently hold. The numbers of the pupils present during the nine terms that have passed since the commencement of my labors here, have been as follows :—124, 135, 137, 149, 145, 160, 156, 147, 164. By crowding the old desks too closely together, dispensing with the use of the black-boards upon one side of the room, and reducing the width of the main

passage-way between the two ends of the room to a foot and a half, I have made space for 36 additional desks, thus having 156 desks in all, which are eight less than the number of scholars present this term.

The means of ventilating the room have not the least appreciable value.

2. The chief deficiency in the present building is a lack of suitable class rooms. Aside from the main room—which is too large for most kinds of class work—we have but one room sufficiently large for a class of twenty-five scholars. Six of our recitation rooms measure but $22\frac{1}{2}$ feet by 10 feet in the clear; hence, the rooms are so crowded that, at the same time, only four or five scholars, at most, can conveniently work at the blackboards; whereas proper Normal training often requires that the whole of a class should use the boards simultaneously. This great lack of rooms for recitations and general class exercises is a serious drawback upon the welfare of our school.

I have inspected many Normal school-houses and have examined the plans of others; hence I feel warranted in stating that the recitation rooms in the Salem Normal School-house are much less capacious, and much more inconvenient, than those of any similar school in Massachusetts, or in any other State.

Another most serious defect in our class rooms is their utter want of ventilation. In a few minutes after a class of twenty-five or thirty pupils enter one of these rooms, the air becomes unfit for breathing. The only remedy is to open the door, which cannot be done without a liability that the class may interrupt or be interrupted by classes in the adjacent rooms, the doors of which are for a similar reason open; or else to lower the windows, which, in the winter, cannot be done without endangering the health of the pupils.

3. Our building is deficient, also, in having no room or other conveniences for the performing of chemical experiments. Such experiments ought not to be carried on in a room which contains philosophical apparatus, because the gases which are generated, and the fumes which arise from acids, soon do serious injury to apparatus. A regard for the health of the pupils requires that we should have a room so arranged that the gases which are set free in the processes of experimenting may be so disposed of as not to be inhaled.

4. Our present philosophical room is not large enough to accommodate properly a class of ordinary size, or to contain the apparatus necessary for the adequate illustration of the physical sciences; and it is furnished with but a few feet of blackboard.

5. A Normal School ought, it seems to me, to possess a good geological and mineralogical cabinet, and also a museum of natural history,

with a commodious room for their proper arrangement and use. We have now a small cabinet and museum, for the accommodation of which we have only an upper entry or hall.

6. The dressing rooms are much too small for our number of pupils, the space being insufficient to allow even a separate hook for each one's outer garments.

7. The stairways are so extremely narrow, being less than three feet wide, as hardly to allow two persons to pass each other thereon.

8. Lastly, the exterior of the building is exceedingly bare in its appearance, much more so than any other Normal building that I have seen; more so, even, than the city school-houses that stand in the adjoining grounds. A State building which is so entirely devoid of architectural merits, is, it would seem, not creditable to the rich Commonwealth of Massachusetts.

I have thus briefly alluded to the leading defects in the present building. Some of them, if not all, are of great importance, and call for careful consideration.

The plan which, at my request, has been drawn by Mr. Fuller, of the firm of Lord & Fuller, of Salem, and which is herewith submitted, appears to make ample provision for the removal of all the defects enumerated. It adds twelve feet to the width of the main school-room, (making it large enough to seat about 200 scholars.) It provides two recitation rooms measuring 24 by 22 feet; two, measuring 25 by 22 feet; a chemical room, 25 by 22 feet; a cabinet room; a large philosophical room; a spacious library room; a dressing room for the members of each class; and several other rooms to be used when needed. It makes the stairways five feet wide, and carries them to the highest story. Finally, it gives some character and comeliness to the exterior of the house.

Should this plan be approved by the Board, and carried out under suitable appropriations from the State, it will remedy these defects, it is believed, in an economical and satisfactory manner. The need is too pressing to permit of any unnecessary delay.

A. A. MINER, *Visitor.*

BRIDGEWATER.

The statistics for the year 1869, are as follows :—

Number of pupils admitted during the year—

Gentlemen,	.	.	.	.	.	.	.	23
Ladies,	.	.	.	.	.	.	.	56
Total,	.	.	.	.	.	.	.	— 79

Average age on admission—

Gentlemen,	.	.	.	.	.	.	.	20.2 yrs.
Ladies,	.	.	.	.	.	.	.	19.6 “
General average,	.	.	.	.	.	.	.	19.8 “

Number who had previously taught—

Gentlemen,	.	.	.	.	.	.	.	3
Ladies,	.	.	.	.	.	.	.	29
Total,	.	.	.	.	.	.	.	— 32

Number in attendance during the year—

Gentlemen,	.	.	.	.	.	.	.	43
Ladies,	.	.	.	.	.	.	.	119
Total,	.	.	.	.	.	.	.	— 162

Increase for the year, 35.

Number of graduates for the year—

Gentlemen,	.	.	.	.	.	.	.	9
Ladies,	.	.	.	.	.	.	.	26
Total,	.	.	.	.	.	.	.	— 35

Number who have received aid from State—

Gentlemen,	.	.	.	.	.	.	.	15
Ladies,	.	.	.	.	.	.	.	33
Total,	.	.	.	.	.	.	.	— 48

Number admitted since commencement of school, . . . 1,738

Number of graduates since commencement of school, . . . 1,062

Of the 79 pupils admitted in 1869, Bridgewater sent 7 ; West Bridgewater, 6 ; Barnstable, Randolph, 4 each ; Boston, East

Bridgewater, North Bridgewater, Brewster, Brookfield, Fall River, New Bedford, Newton, Middleborough, Quincy, Edgartown, Somerset, Nantucket, 2 each; Abington, Attleborough, Berkley, Braintree, Chatham, Danvers, Essex, Harwich, Lowell, Marion, Marshfield, Norton, Orleans, Reading, Rochester, Sandwich, Somerville, Stoughton, Townsend, Watertown, Weymouth, 1 each; Manchester, Peterborough, (N. H.), 2 each; New Ipswich, Pittsfield, Rye, (N. H.), Baltimore, (Md.), Searsport, (Me.), Deerfield, (N. S.), Summerhill, (C. E.), 1 each.

The occupations of their fathers are given as follows:—Farmers, 26; mechanics, 21; clergymen, 8; teachers, 4; merchants, 3; laborers, 3; physicians, 2; mariners, 2; brokers, 2; hotel-keeper, printer, manufacturer, agent, clerk, news-dealer, factory operative, dock-master, 1 each.

Of the 162 pupils in attendance during the year, Plymouth County sent 49; Barnstable, 18; Bristol, 16; Norfolk, 15; Worcester, 8; Middlesex, 10; Essex, 7; Suffolk, 5; Dukes, $\frac{4}{5}$; Nantucket, 3. The State of New Hampshire sent 12; Maine and Rhode Island, each 5; Maryland, 2; Alabama, 1; Canada East and Nova Scotia, 1 each.

Five of the United States, ten counties and fifty-four towns of this State have been represented by the pupils during the year.

Few changes in the corps of teachers have occurred. H. E. Holt resigned his position as teacher of music at the close of the term in January, to accept a more lucrative appointment in the Grammar Schools of Boston. He had taught music in the school four and one-half years with constantly increasing success, and we were very sorry to lose his valuable services. His place has been very acceptably filled by Miss Richards, one of the regular teachers of the school. E. Thoré was employed in the spring and summer term as teacher of French. Mary A. Currier of Boston, has been employed the last two terms as teacher of reading and vocal culture. She entered upon her duties here with an excellent reputation as a teacher, which has been fully sustained.

The corps of teachers at the present time consists of Albert G. Boyden, A. M., Principal, George H. Martin, Albert E. Winship, Eliza B. Woodward, Alice Richards and Mary H. Leonard,

Assistants; Mary A. Currier, teacher of reading and vocal culture.

Interesting and profitable lectures have been given to the school as follows:—Two lectures on the Executive department of the State, two on the Judiciary and two on Language by Hon. Joseph White, Secretary of the Board of Education; two on English Literature by Prof. Atkinson of Cambridge; one on the Pacific Railroad and one on the Electric Telegraph by G. G. Hubbard Esq.; one on Pronunciation by Abner J. Phipps, Esq., Agent of the Board of Education; and one on the Eye and its Treatment by Dr. B. Joy Jeffries of Boston.

Donations to the library have been made by Dr. George B. Emerson of Boston; Mason Brothers of New York, and the Secretary of the Board of Education.

Additions to the cabinet have been contributed by Messrs. John D. Philbrick, W. Hoxie, J. D. Billings and J. B. Gould.

This Board voted in February last to introduce into our Normal Schools a supplementary course of study in the higher branches, occupying two years. The Bridgewater School has not yet entered upon this advanced course. Two obstacles have been in the way: first, the want of a definite programme. The studies of the proposed course as designated in the vote of the Board are only named in a general way, without regard to their order or limitations. Persons desiring to pursue a higher course of education, wish to know with some degree of exactness not only what branches are to be taught, but how and to what extent they are to be taught in this course before entering upon it. In the second place, additional teachers are needed before the labor of instructing new classes in higher branches can be undertaken. The school is already so large that even without attempting to carry on additional classes in an advanced course, an increase in the teaching corps is needed.

During the past year the school has enjoyed unusual prosperity. The number of pupils has been larger than in any previous year of its history. There are 130 in attendance, of whom thirty-six are males, which is an encouraging fact, considering the great deficiency of well qualified male teachers for the management of our large Grammar Schools. They have exhibited commendable industry and earnestness in the pursuit of their

studies, and their deportment has merited the approbation of their instructors.

The Principal has labored with indefatigable zeal to promote the interests of the school, and has been seconded in his efforts by the harmonious coöperation of an able, efficient and devoted corps of assistants.

The most important event in the history of this school for many years past has been the erection during the last year of a boarding hall for the use of the pupils. The work on the edifice was begun on the 18th of June last, and it was completed on the 20th of November. On the 25th of the same month the management of the establishment was organized and the rooms were at once filled with boarders. The Visitors of the school, including the Secretary of the Board, were appointed by the Board a committee with full powers to erect the building, furnish it and put it in running order. This committee appointed Mr. Boyden, the Principal, superintendent of the work of building and furnishing, and agent to make all purchases. The arduous and responsible duties thus imposed upon him in addition to his exhausting labors as Principal of the school, he has performed in an admirable manner and to the entire satisfaction of the committee, sparing no pains to secure the best results at the least expense. He has rendered to the committee a full report of his doings as superintendent, embracing a description of the building and an account of all the expenditures which have been incurred in its erection and equipment, an abstract of which is here subjoined.

A Resolve of the legislature, authorizing a loan of \$15,000 from the School Fund for the erection of this building, was approved March 26, 1869, and another Resolve authorizing an additional loan of \$10,000 for the same object, was approved June 12, 1869. After careful deliberation upon the location of the building, it was decided to place it upon the school premises, although the town of Bridgewater offered the sum of one thousand dollars for the purchase of any other lot the committee might select at that price. The building stands near the centre of the school grounds, containing about one and one-fourth acres of land, enclosed by fences and ornamented by a variety of handsome shade trees, about seventy feet from the school-house and fronting in the same direction. This location proves to be entirely satisfactory.

The plans for the building were carefully matured after obtaining information in regard to the plans of several school boarding halls in different parts of the country. The interior of the building was designed by the Principal, after visiting a number of boarding-houses at similar institutions.

The building is a wooden structure, 40 by 80 feet, three stories high above the basement, very pleasant and commodious, and neatly finished. The basement story, one side of which is wholly above ground, contains the cellars, boiler-room, store-room and laundry, which includes washing, ironing, drying and linen rooms. The first story includes the family rooms (a library, sitting-room, bed-room, and bath-room), the parlor, dining-room, and cook rooms. The remaining stories are divided into students' rooms, 10 by 15 feet on the floor, and 10 feet in height, 29 in number, and rooms for the help. Each room for students has two closets, is thoroughly ventilated, heated by steam, carpeted, and supplied with furniture. Water closets and bath-tubs and a supply of hot and cold water are provided in the second story for the use of the occupants.

The cooking and the heating of water is done by a large stove,—Chilson's No. 10 cooking stove—which is admirably adapted for the purpose. The whole building is heated by steam, and the wash-room and drying-room are also supplied with steam.

Solomon K. Eaton, Esq., of Mattapoisett, was employed as architect, in which capacity his services were in all respects satisfactory. After he had completed the working plans, careful estimates of the cost of the different parts of the work were obtained from three different parties in each case.

The estimates adopted were as follows :—

Carpenter and mason work and painting,	\$17,546 00
Cellar and foundations,	500 00
Well and drains,	250 00
Heating apparatus,	2,100 00
Ventilation,	437 00
Plumbing,	1,000 00
Furnishing,	2,978 50
<hr/>	
Total,	\$24,811 50

This amount left a margin of less than \$200 for contingencies. The work of construction and the furnishing were done by contract, except the stone work for the foundation and the grading. Mr. George Hayward, of West Bridgewater, was the contractor for the carpenter and mason work and painting, and he deserves much credit for the promptness and fidelity with which he fulfilled his contract. The steam-heating apparatus was manufactured and put up by Messrs. J. J. Walworth & Co., of Boston, under specifications drawn up by J. Herbert Shedd, Esq., civil engineer, of Boston. The plumbing was done by Messrs. Lockwood & Lumb, of Boston. Both the steam work and the plumbing have been done in a thorough and satisfactory manner. The piping for ventilation was thoroughly done by Mr. J. H. Fairbanks, of Bridgewater. The stone work for the foundation and the grading of the grounds, were faithfully done by Mr. Josiah Bassett, of Bridgewater. Messrs. Howard, Clark & Co., of North Bridgewater, supplied the furniture for the rooms, excellent in quality, and at very reasonable prices. The carpets for the house were purchased of Messrs. Fowle, Torry & Co., of Boston; the crockery ware of Messrs. Abram French & Co., of Boston; the cutlery and plated ware of E. C. Bassett, of Bridgewater, and the kitchen furnishings of Mr. J. H. Fairbanks, of Bridgewater.

The summary of the bills actually paid up to this time, is as follows:—

Architect,	\$200 00
Drain pipe,	110 63
Socket pipe for conductors,	8 10
Cellar, wing-walls, grading, cesspools and well,	919 55
Carpentry, mason work, and painting (contract)	17,391 00
“ “ “ “ extra,	561 28
Plumbing,	900 00
Steam apparatus,	1,775 00
Bricks for well and cesspools,	24 47
Freight and railway,	23 45
Furnishing,	3,089 75
Express bill,	6 55
Add for error in J. H. F's bill,	8 52
Total,	<hr/> \$25,018 30

Bills now due—

Balance of architect's bill,	\$140 00
For specifications for heating, &c.,	60 00
	———— \$200 00

After the estimates and contracts were made, it was thought best to put in a steam-pump and pipes to connect with the well, boiler, and water tanks in the second story, so as to pump the water for the house and boiler by steam power, even at the risk of exceeding the appropriation for the building. This cost, for the pump,

	\$212 50
Plumbing,	116 54
Piping and labor,	71 00
	———— 400 04

Total of excess over the appropriation,	\$600 04
-------------------------------------------------	----------

Mr. Boyden in moving into the house with his family, has taken with him and put into actual use in the house, bedding, kitchen and dining-room utensils, amounting to

	\$250 00
The parlor needs furniture to the amount of	75 00
Excess of bills paid over \$250,	13 30
	———— 338 30

Balance of expenses to be provided for	\$938 34
------------------------------------------------	----------

The grading of the grounds is unfinished, and will require at least \$100, and perhaps more. A new fence in front of the houses is needed, and to properly finish the grounds it should be of iron, in continuation of the iron fence in front of the school building. Probably the expense for these objects will amount to from \$1,000 to \$1,500.

Mr. Boyden makes no charge for his extra services as superintendent of this work. The Visitors would, however, ask the Board to refund to him the amount of his travelling expenses while so employed.

The boarding hall is now fully organized and is in successful operation. It is already evident that it will be highly beneficial

to the school. It affords the young ladies in attendance *good rooms and good board* at \$1.25 a week less than they have heretofore paid in private families.

The following regulations for the boarding hall, have been adopted and printed in the school circular:—

BOARDING HALL.

“A very pleasant and commodious boarding hall has just been erected upon the school premises. The building is 40 by 80 feet, three stories in height above the basement story, which contains the laundry and cellar. The first story includes the family rooms, the parlor, dining-room, and cook rooms. The remaining stories are divided into students' rooms, 10 by 15 on the floor, and 10 feet in height, twenty-nine in number. Each room has two closets, is carpeted, supplied with furniture, heated by steam, and thoroughly ventilated. These rooms are for young ladies only, two in one room. The young men rent rooms in private houses, and take their meals at the hall.

The boarding hall is under the charge of the Principal, who resides in the house and boards with the students.

The pupils board at cost; an account of the expenses is kept, and a settlement made at the end of each term. The aim is to make these expenses not more than \$75 a term, or \$3.75 a week, for young ladies. The rate here named is in full for room-rent, fuel, light, washing, and board. And for young men not more than \$57.50 a term, or \$2.87 a week for table board. Should it be found at the end of the term that the expenses have not amounted to the sums named, whatever is over will be refunded. If the balance is the other way, it will be payable then.

Young ladies who remain for any period less than half a term, will be charged \$4 a week, and young men \$3 a week.

Payments. \$37.50 for each young lady, and \$28.75 for each young man, at the beginning of the term; and the same amount for each at the middle of the term. The object of this payment in advance is, to secure the purchase of supplies at wholesale cash prices, thereby saving to each boarder much more than the interest of the money advanced.

Furniture. Each boarder is required to bring her own bedding, towels, napkins and napkin-ring, and clothes-bag. Each occupant will want, ordinarily, two pillow-cases, two sheets, two blankets or their equivalent, and one coverlet. The occupants of each room will also provide their own kerosene lamp; the oil will be supplied at the house.

Washing. All the students, whether they have rooms in the house or not, can have their washing done at the laundry. The regular washing for those in the house is limited to twelve pieces a week. Any additional pieces will be washed at less than the usual rates per dozen. Every article which goes to the laundry should be distinctly and indelibly marked with the owner's name.

JOHN D. PHILBRICK,
GARDINER G. HUBBARD,
Visitors.

WESTFIELD.

The Visitors of the Westfield Normal School are gratified in being able to present a favorable report in regard to the prosperity of the school during the past year, and also with respect to its present condition and prospects. The statistics of the school are as follows, viz. :—

The number of students admitted during the year was—

Ladies,	.	.	.	.	.	.	.	70
Gentlemen,	.	.	.	.	.	.	.	9
Total,	.	.	.	.	.	.	.	— 79

Number admitted fall and winter term 1868-9—

Ladies,	.	.	.	.	.	.	.	47
Gentlemen,	.	.	.	.	.	.	.	4
Total,	.	.	.	.	.	.	.	— 51

Number admitted spring and summer term 1869—

Ladies,	.	.	.	.	.	.	.	23
Gentlemen,	.	.	.	.	.	.	.	5
Total,	.	.	.	.	.	.	.	— 28

Number who had taught before entering—

Ladies,	.	.	.	.	.	.	.	32
Gentlemen,	.	.	.	.	.	.	.	3
Total,	.	.	.	.	.	.	.	— 35

Average age of those admitted—

Ladies,	18 yrs. 9 mos.
Gentlemen,	20 “ 3 “
General average,	18 “ 11 “

Number in attendance winter term—

Ladies,	127
Gentlemen,	12
Total,	— 139

Number in attendance summer term—

Ladies,	122
Gentlemen,	15
Total,	— 137

Number in attendance during the year—

Ladies,	154
Gentlemen,	18
Total,	— 172

Number who have completed the course of study—

Ladies,	44
Gentlemen,	6
Total,	— 50

Number who have received aid from State—

Ladies,	75
Gentlemen,	4
Total,	— 79

Occupation of Parents or Guardians.—Farmers, 88; mechanics, 28; manufacturers, 12; merchants, 13; physicians, 4; clergymen, 3; clerks, 4; blacksmiths, 2; surveyor, 1; boatman, 1; baker, 1; agent, 1; teacher, 1; overseer, 1; superintendent of mill, 1; alderman, 1; mail-carrier, 1; hotel-keeper, 1; livery-stable-keeper, 1; butcher, 1; jeweller, 1; author, 1; unknown, 4.

Of those in attendance—Hampden County furnished 46; Hampshire, 28; Berkshire, 23; Franklin, 21; Worcester, 10; Essex, 2; State of Connecticut, 15; New York, 8; Pennsylvania, 5; Vermont, 4; New Jersey, 3; Rhode Island, 2; New Hampshire, 3; Indiana, 2.

No additions have been made to the Board of Instruction the present year.

During the summer, Mr. Dickinson, the Principal, who has devoted seventeen years of unwearied and successful labor to the work of instruction in the school, was granted leave of absence for the purpose of visiting Europe. But by reason of the extra labor performed by him previous to his departure, and the extra services of the other teachers during his absence, no additional instructors were employed.

The school was prosperously conducted during his absence under the direction of Mr. Greenough, whose faithful and successful efforts for the promotion of its interests, were efficiently seconded by the other members of the Board of Instruction.

Mr. Dickinson returned from Europe at the commencement of the present term, and entered upon his duties as Principal, with renewed physical vigor, with increased enthusiasm in the work to which he has devoted his life, and with a mind stimulated and inspired by foreign travel, and stored with valuable hints and suggestions acquired by his observation and study of the systems of education abroad.

Miss Mitchell, who has long been employed as a teacher in the school, and who has been distinguished for her fidelity, ability and success in her work, has been absent a portion of the time during the past year from ill health, and will now be compelled to resign her position for the coming term at least, perhaps for the year.

The absence of Miss Mitchell, and the necessity which the new course of study imposes, of organizing new classes, will compel us to employ two new teachers the coming year.

Able and interesting lectures have been delivered during the year, by Hon. Joseph White, on Civil Polity; by Prof. William P. Atkinson of Boston, on English Literature, and by Prof. William N. P. Rice of Middletown, on the Glaciers of the Alps. Also, by Dr. Lowell Mason.

Our cabinets have been increased the past year, by donations from Messrs. Daniel B. Holcomb, Chester Centre; Stephen B. Cook, Westfield; J. C. Greenough and Miss E. J. McKenzie, Westfield; Hon. William G. Bates, Westfield; Miss L. C. Holcomb, Chester Centre; Mr. Zebulon W. Field, Shelburne Falls; Prof.

Tenney, Williams College ; Capt. John Eliot, Chester ; Mr. Charles Gross, Chicago ; Mr. Sabin White, Mr. James Meacham and Mr. F. Kirst, Westfield ; Mr. James Middleton, Salem, N. H. ; Mr. F. A. Holcomb, Grand Rapids, Mich. ; Mr. D. H. Smith and Mr. H. A. Smith, West Springfield ; William Chapin, Esq. and Miss Annie E. Chapin, Lawrence ; Miss J. Marble and Miss N. Marble, Northampton ; Mr. Edwin Shepard, Westfield ; Miss Angela M. Brownson, Elizabethtown, N. Y. ; Helen E. Osborne, Blandford.

Valuable additions have also been made to the cabinets by members of the Board of Instruction.

Mr. Greenough, in his report at the close of the summer term, alludes to the cabinets in the following words, which we quote, for the purpose of endorsing heartily his call for donations :—

“ We now have valuable Mineralogical, Geological and Zoölogical Cabinets. The unusual amount of labor in the school, during the present term, imposed upon Mr. Scott, as well as upon his fellow teachers, it was believed, would insure a good degree of safety to the ‘tenants of the earth and air,’ for at least one term. But we were mistaken ; many have fallen by his hand martyrs to science, and have entered upon a course of usefulness, in our zoölogical cabinet, as representatives of their species, a course of usefulness beyond their loftiest aspirations.

We greatly desire to increase all our cabinets in natural history, and we feel assured that all who understand the practical use to which we put our collections, must consider it of no small importance, that these collections should be increased. If any one into whose hands this report should fall, will give us specimens, or aid us in obtaining them, they may be sure that we, and those who are to have a clearer knowledge, by means of such specimens, will hold those so aiding us, in grateful remembrance.”

Fifty teachers have graduated from the school the past year, who are all employed as teachers within the limits of the State, and so far as we can learn, are successful in their work.

We are gratified to learn, from various sources, that the graduates from our school, wherever employed, are almost uniformly distinguished for their improved methods of teaching, and for professional enthusiasm. The demand for them is steadily increasing.

Next term we hope to have a class of students for the four years' course.

During the summer the additions to the school building which were recommended by the Visitors in their last report, and authorized by the Board, were completed in accordance with plans prepared by George Green, Esq., of Westfield, who was also the builder as well as the architect.

A new story was added, and changes were also made in other portions of the building, providing a new and spacious hall, three large and convenient recitation rooms, a library for reference books, dressing-rooms for the teachers, and a room for the philosophical apparatus. The work upon the building was executed in the most satisfactory manner, and with less interruption to the school than was anticipated, and reflects great credit upon the skill, energy and fidelity of the contractor.

We now have one of the most agreeable and convenient school buildings in the State. The assembly room is light, airy and cheerful; the recitation rooms are admirably adapted in their arrangements to the practical uses of the school; the heating apparatus is entirely satisfactory, and the whole building fully meets our present wants.

The additions to the building, and the changes in the arrangement of the rooms, created the necessity for new furnaces, new furniture and new accommodations for our cabinet collections. It was found necessary also to shingle the roof. By advice of the Board at the meeting in October, these necessities have been provided for, and the Visitors now request the Board to ask of the legislature for an appropriation of \$2,250 to meet the expenses which have been thereby incurred.

We are beginning to feel the pressure which has been recognized in connection with other schools, viz.: the difficulty of finding board for our pupils. The scarcity of dwelling-houses in Westfield, owing to the revival of business since the war, and the increased price of board in private families, will compel us soon to ask of the State to make the same provision for our wants, which has already been made at Bridgewater and Framingham. Especially will the Visitors be disposed to ask for similar appropriations if the results of the experiments which have been commenced in these schools should be successful.

The School of Observation continues under the charge of Mr. I. H. Haldeman. Its value to the Normal School is increasingly felt from year to year. The Visitors would recommend to this Board to ask of the legislature the usual appropriation of five hundred dollars for its support.

WILLIAM RICE.

S..T. SEELYE.

TREASURER'S REPORT.

Dr.

MASSACHUSETTS BOARD OF EDUCATION *in account with* J. WHITE, *Treasurer.*

Cr.

APPROPRIATIONS FOR NORMAL SCHOOLS.

1869-70.	1869.		
FRAMINGHAM NORMAL SCHOOL.	To cash paid for Miss Johnson's salary,	\$2,500 00	Mar. 26, . . \$10,000 00
	for salaries of assistants,	5,404 00	June 30, . . 10,000 00
	for janitor, care of house, fires, &c.,	250 00	Sept. 29, . . 11,000 00
	for fuel,	282 00	Dec. 6, . . 1,000 00
	for repairs, building, furniture, grounds, &c.,	126 22	28, . . 8,000 00
	for printing and advertising,	155 01	
	for books, chemicals, and apparatus,	230 67	
	for insurance,	197 25	
		\$9,145 15	
BRIDGEWATER NORMAL SCHOOL.	To cash paid for Mr. Boyden's salary,	\$3,000 00	
	for salaries of assistants,	5,840 00	
	for lectures and music,	160 50	
	for care of house, grounds, and fires,	118 00	
	for fuel,	375 00	
	for repairs, furnace and furniture,	667 18	
	for printing and advertising,	75 66	
	for books, chemicals and apparatus,	124 35	
	for contingent,	73 22	
		10,433 91	
WESTFIELD NORMAL SCHOOL.	To cash paid for Mr. Dickinson's salary,	\$3,000 00	
	for salaries of assistants,	5,986 25	
	for music,	150 00	
	for care of house and grounds,	349 69	
	for fuel,	328 31	
	for new furnaces,	775 00	
	for repairs,	43 39	
	for printing and advertising,	119 67	
	for books, chemicals and apparatus,	37 13	
	for school of observation,	500 00	
	11,289 44		

SALEM NORMAL SCHOOL.	
To cash paid for Mr. Hagar's salary,	\$3,000 00
for salaries of assistants,	6,151 67
for music,	125 00
for care of house and grounds,	235 87
for fuel,	287 50
for repairs and furniture,	175 91
for printing and advertising,	27 50
water rents,	22 50
	<u>\$10,025 95</u>
Balance,	608 81
	<u>\$41,503 26</u>

INCOME OF TODD FUND.

	1899. Dec. 28,	By cash from State Treasurer,
1899. Dec. 28,	\$150 00	\$753 26
To cash paid for music and lectures Framingham School,	150 00	
for music and lectures Westfield School,		
1870. Jan. 3, 4,	303 26	
To cash paid for music and lectures Bridgewater School,	150 00	
for music and lectures Salem School,		
	<u>\$753 26</u>	<u>\$753 26</u>

APPROPRIATIONS FOR STATE AID.

	1899. June 30, Dec. 28,	By cash from State Treasurer,
1899. June 30,	\$500 00	\$2,000 00
To cash paid A. E. Johnson, for Framingham School,	500 00	
D. B. Hagar, for Salem School,	500 00	
A. G. Boyden, for Bridgewater School,	500 00	
William Rice, for Westfield School,	500 00	
1870. Jan. 12,	500 00	
To cash paid D. B. Hagar, for Salem School,	500 00	
A. E. Johnson, for Framingham School,	500 00	
A. G. Boyden, for Bridgewater School,	500 00	
J. W. Dickinson, for Westfield School,	500 00	
18,		
	<u>\$4,000 00</u>	<u>\$4,000 00</u>

DR. MASSACHUSETTS BOARD OF EDUCATION in account with J. WHITE, *Treasurer.*—Concluded. CR.

ADDITION TO FRAMINGHAM NORMAL SCHOOL BUILDING.

1869.					1868. June 18,	Received by appropriation, . . .	\$2,500 00
Aug. 11,	To cash paid J. J. Shaw, .	.	.	.	.	.	.
Sept. 6,	J. J. Shaw, .	.	.	.	.	.	.
27,	J. J. Shaw, .	.	.	.	.	.	.
Oct. 3,	J. J. Shaw, .	.	.	.	.	.	.
1870.					1869, July 12,	Received by appropriation, . . .	2,500 00
Feb. 1,	To cash paid A. R. Esty, .	.	.	.	.	.	.
							\$5,000 00

ENLARGEMENT OF SCHOOL BUILDING AT WESTFIELD.

1869.					1869. July 12, Aug. 6,	By cash from State Treasurer, " "	. . .	\$5,000 00 7,000 00
Aug. 6,	To cash paid George Green, .	.	.	.	.	.	.	.
31,	George Green, .	.	.	.	.	.	.	.
Sept. 29,	George Green, .	.	.	.	.	.	.	.
Nov. 8,	George Green, .	.	.	.	.	.	.	.
						Amount of appropriation, . . .	.	\$12,000 00

FRAMINGHAM NORMAL SCHOOL BOARDING-HOUSE.

1869.					1869. Aug. 3, Oct. 12, Nov. 20,	By cash from Commissioners of School Fund, cash from Commissioners of School Fund, cash from Commissioners of School Fund,	. . .	\$5,000 00 5,000 00 10,000 00
July 23,	To cash paid A. R. Esty, .	.	.	.	.	.	.	.
Sept. 15,	L. F. Child, .	.	.	.	.	.	.	.
27,	J. J. Shaw, .	.	.	.	.	.	.	.
Oct. 4,	J. J. Shaw, .	.	.	.	.	.	.	.
9,	J. J. Shaw, .	.	.	.	.	.	.	.
21,	J. J. Shaw, .	.	.	.	.	.	.	.
30,	J. J. Shaw, .	.	.	.	.	.	.	.

BRIDGEWATER SCHOOL BOARDING-HOUSE.

Nov. 6,	To cash paid J. J. Shaw,	.	.	.	.	.	\$1,000 00
16,	W. F. Hurd,	.	.	.	.	.	1,500 00
20,	J. J. Shaw,	.	.	.	.	.	1,000 00
30,	E. W. Swan,	.	.	.	.	.	893 00
Dec. 18,	J. W. Bailey,	.	.	.	.	.	400 00
1870.							
Jan. 19,	To cash paid P. D. Allen,	.	.	.	.	.	1,029 82
31,	L. F. Child,	.	.	.	.	.	1,600 00
Feb. 1,	D. H. Mason,	.	.	.	.	.	3,277 18
							<u>\$20,000 00</u>
							\$20,000 00

[illegible]

(F. F.)

J. WHITE, Treasurer.

I have examined the foregoing accounts of the Treasurer, and find them correctly kept and vouched.

GARDINER G. HUBBARD, *Committee on Accounts.*

THIRD ANNUAL REPORT

OF THE

CLARKE INSTITUTION FOR DEAF-MUTES.

CLARKE INSTITUTION FOR DEAF-MUTES,
AT NORTHAMPTON.

Members of the Corporation.

GARDINER G. HUBBARD, Boston, *President*.
His Excellency WILLIAM CLAFLIN, Newton, *Vice-President*.
JAMES B. CONGDON, New Bedford, *Vice-President*.
OSMYN BAKER, Northampton, *Clerk*.
LEWIS J. DUDLEY, Northampton.
THOMAS TALBOT, Billerica.
WILLIAM ALLEN, Northampton.
JULIUS H. SEELYE, Amherst.
GEORGE WALKER, Springfield.
HORATIO G. KNIGHT, Easthampton.
F. B. SANBORN, Springfield.
JOSEPH H. CONVERSE, Boston.

Treasurer.

LAFAYETTE MALTBY, Northampton.

Committees of the Corporation.

SCHOOL COMMITTEE.

LEWIS J. DUDLEY, <i>Chairman</i> .	JULIUS H. SEELYE.
GARDINER G. HUBBARD.	F. B. SANBORN.
WILLIAM ALLEN.	THOMAS TALBOT.

FINANCE COMMITTEE.

H. G. KNIGHT, <i>Chairman</i> .	WILLIAM ALLEN.
GEORGE WALKER.	

Teachers.

MISS HARRIET B. ROGERS,	. . . . .	<i>Principal.</i>
MISS MARY S. BYAM,	. . . . .	<i>Assistant.</i>
MISS HARRIETTE L. FISKE,	. . . . .	"
MISS SUSAN M. JORDAN,	. . . . .	"
MISS HARRIET A. JONES,	"

Assistant-Matrons.

MISS JULIA M. SPALDING.	MISS LIZZIE ELDER.
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REPORT OF THE PRESIDENT.

Hon. JOSEPH WHITE, *Secretary of the Board of Education.*

DEAR SIR:—I have the honor to submit herewith the Third Annual Report of the Clarke Institution for Deaf-Mutes for the year ending February 1st, 1870.

The whole number of pupils connected with the school during the year has been forty-three. The present number is forty-one, including three day pupils. Of these, ten were born deaf, thirteen either lost their hearing before learning to speak, or their speech after becoming deaf, and therefore have little or no advantage over the former, and eighteen were semi-mutes or semi-deaf. Twenty-nine are from Massachusetts, twenty-five of whom are aided by the State. The remaining twelve pupils are from eight other States.

The health of the school has been generally good, and the progress of the pupils satisfactory. Our pupils improve steadily in reading from the lips and in the use of language, and if their improvement in articulation happens to be slower, it gives us no reason for discouragement. When we remember how many years are often required to teach a hearing child to speak distinctly, we cannot expect deaf children with but two or three years' training to be adepts in speaking. Our school is yet too young to show great results, but we can report steady and encouraging progress. Most of our children are not old enough to feel the necessity for special effort, and have been too short a time under instruction to have fixed the habit of distinct enunciation. Some, too, who have become deaf from disease will never speak so well, probably, as those who were born deaf, and whose organs of speech have not been injured. But our object is not only to teach the deaf child to speak and read from the lips, but to educate the mind and train the understanding. This, judging from our experience thus far, can be done at least as well by our method as by any other, while the great advantage which we claim for our system is, that it brings our pupils into direct communication with the hearing and speaking world about them, and teaches them to think in

English. It has been stated by Professor Day, one of the ablest exponents and advocates of the sign language, and more recently by Professor Fay, that they do not know one congenitally deaf person who uses written language with the freedom and accuracy of an educated hearing and speaking man. We have an instance under our own observation of one who became deaf at four years old, and who, having been educated by articulation, reads, writes and speaks the English language with entire ease and accuracy. We see no reason to doubt that the result may be the same with those born deaf.

The increase in the number of pupils is not so great as last year, in consequence of our being obliged to refuse many applications for want of room. The great need of suitable buildings has been long evident to the corporation. A committee has been chosen to procure a building site, and several desirable locations have been offered. Another committee has been appointed to prepare plans and estimates for building.

The founder of our institution, its early and constant friend, John Clarke, of Northampton, died on the fifth of July, 1869. Mr. Clarke was born, and always lived, in Northampton. By his industry and accuracy, his strict honesty and frugality, he accumulated a handsome property, from which he gave to the worthy objects of charity that were presented to him. From his modesty few were aware of the amount thus yearly bestowed. Before the death of his wife and only child, several years ago, it is known that he had for some years felt the importance of a school for the deaf in Massachusetts. His interest in this subject was probably first aroused by his own deafness, from which he suffered greatly during the last years of his life, and was strengthened by his acquaintance with Miss Dudley; but it was through the message of Governor Bullock to the general court in January, 1867, that the public first became aware of his intentions. Governor Bullock said, "Assured as I am, on substantial grounds, that legislative action in this direction will develop rich sources of private benefaction, I have the honor to recommend that the initial steps be taken to provide for this class of dependents within our Commonwealth." Application was made to the legislature the same winter for an Act to incorporate an institution for the deaf. After great opposition a charter was obtained, and the governor was authorized to send deaf children to the institution, the expenses to be partly defrayed by the State.

When it was first proposed to name the institution after Mr. Clarke he modestly declined, and suggested that it should be called the Massachusetts School. It was only after repeated solicitation that he gave his consent. As soon as the corporation was organized, in July,

1867, a committee waited upon Mr. Clarke, who expressed his readiness immediately to transfer to the institution the sum of \$50,000. He imposed no conditions, leaving the disposition of principal and interest entirely to the discretion of the corporators. In 1868 he purchased a lot of land for the institution, but on learning that objections would be made to the location he sold it, without even offering it to the corporation. He always took great interest in the school, and was much pleased with the children and their progress.

By his will Mr. Clarke made the institution his residuary legatee, and provided for the accumulation of the fund until it should reach the value of \$200,000 in gold, "to be held by said institution as a permanent fund and endowment for the benefit of such branch of said institution as may be established or maintained in said Northampton." This is believed to be the largest donation ever made by an individual to a deaf-mute school, and one of the largest ever made by one person to any institution in our country. It has been voted to procure a likeness of our benefactor, to be hung in the school-room, that those who in future days may be blessed by his gift, shall be taught to remember him to whom they are so deeply indebted, and that "in coming years, when we shall have passed away, and our agency in this labor of love shall have been forgotten, successive generations of the silent restored to speech, shall articulate with gratitude the name of John Clarke of Northampton."

This institution has been the means of great and extended usefulness, not only in what it has already accomplished, but in the attention which it has called to the subject of deaf-mute education throughout the country. The discussion in our legislature in 1867 led, in that year, to Mr. Gallaudet's visit to Europe, and to his useful and instructive report upon the European Schools. Many teachers from other institutions have since visited ours; classes in articulation have been organized in the institutions of New York, Ohio, Michigan, Wisconsin, Illinois, Minnesota and Indiana, and preparations have been made to form classes in other institutions as soon as suitable teachers can be procured. If these classes are instructed by earnest, enthusiastic teachers, they must show good results, but if they are formed simply as an experiment, with but little hope and scarcely a wish that they should succeed, they will prove a failure. We believe, however, that under the best teachers, the progress could not be so rapid, nor the success so complete, as in a school where signs are not used, but where teaching is by articulation, and English is the language of the pupils.

A free public day-school for deaf mutes has recently been opened in Boston, taught by articulation. As this and a school in Pittsburg,

Pennsylvania, are the only day-schools for the deaf in America, it may be well here to give a short account of it. Rev. Dexter S. King, when a member of the general court, became interested in our institution. He was also one of the Boston school committee, and, on investigation, he found that there were many deaf mutes in Boston who might be taught in a day-school. Further inquiries by the school committee showed that there were fifty deaf children requiring instruction in Boston alone, twenty-two of whom were at Hartford or Northampton, and twenty-eight at home, growing up in ignorance and idleness. When it was determined to organize a school thirty-six applied for admission, including several from adjacent cities. The school was organized in September, but suitable rooms were not found for it until the 10th of November, 1869, when it opened with twenty-five pupils and three teachers. These teachers had already, in the spring, visited our institution for the purpose of acquiring our method; one was for a short time a teacher, and another taught for three years a deaf child in the family of one of our corporators. The committee of this school have recently made a report in which they say: "The children are very anxious to learn, and their progress has exceeded our best anticipations; so far as we have the means of knowing, the parents are delighted with the beginning which has been made. The school is held in general favor among our citizens, as far as they are informed; the enterprise has met the almost unanimous approval of the city council, and there has not been a dissenting voice or vote in this board." Convenient rooms for the school have been finally procured at No. 11 Pemberton Square.

As a still further result of the attention called to the condition of the deaf, the number of Massachusetts pupils under instruction has been greatly increased at Hartford and elsewhere. In 1857 there were ninety Massachusetts pupils at Hartford; in 1867 one hundred and seventeen,—an increase of twenty-seven in ten years, or an average of three a year. In 1869 there were one hundred and twenty-five at Hartford, twenty-nine at Northampton and twenty-five at Boston,—total, one hundred and seventy-nine,—an increase of fifty-four in two years, or an average of twenty-seven a year.

The attainments of our pupils are shown by the report of the principal, presented herewith, and the annexed compositions.

We have again to return our thanks to Drs. Fish and De Wolf, for medical services, either wholly or partially gratuitous; to Dr. North, for dental services rendered gratuitously; to the friends who remembered the children by their kind Christmas gifts; to the Clarke Paper Mill Co., for a supply of writing paper; to Messrs. Marsh, Boland & Prindle, Knowlton, Hamlin & Smith, Bridgeman & Graves, and others,

for goods sold at a discount. We also again return our thanks to the Connecticut River and Boston and Albany Railroad Companies, for passing members of the institution over their roads at reduced rates; to Messrs. Trumbull & Gere, for the "Hampshire Gazette;" to the American Tract Society, for ten copies of the "Child at Home;" to the Messrs. Chamberlain & Sweet, for the "Deaf Mute's Friend."

The financial statement of the institution is annexed hereto, and followed by the list of pupils and the report of Miss Rogers, the principal.

For the Corporation.

GARDINER G. HUBBARD, *President.*

NORTHAMPTON, February 8, 1870.

FINANCIAL STATEMENT OF THE CLARKE INSTITUTION, 1869-70.

I. THE FUND.

The Treasurer holds, \$46,000 U. S. bonds, the present market value of which is about	\$52,000 00
And cash on hand,	6,603 84
Total, about	<u>\$59,000 00</u>

II. RECEIPTS AND EXPENDITURES FOR 1869.

The receipts for the year ending Feb. 2, 1870, were—

Cash on hand, February 2, 1869,	\$3,574 16
From the fund and interest,	3,799 71
the State of Massachusetts,	4,875 00
pupils,	*6,497 49
	<u>\$18,746 36</u>

The expenses and liabilities were—

For furniture and fixtures,	\$116 05
fuel and lights,	107 48
rent,	†1,435 45
salaries,	‡2,660 00
board,	7,722 29
incidentals,	554 03
	<u>\$12,595 30</u>

Of this total \$452.78 is due and unpaid, leaving a cash balance of \$6,603 84, and a balance above liabilities of 6,151 06

* Of this \$350 was paid by another State.

† Of this \$352 78 is due and unpaid being rent from December 5, 1869, to March 1, 1870.

‡ Of this, \$100 unpaid is due March 1, 1870.

NAMES.	Residence.	Time and Place of Instruction before entering Clarke Institution.	Time of entering Institution.	Age at Time of Admission.	Cause of Deafness.
Allen, James D.,	Montague, . . .	-	Sept., 1869, .	11 years 11 months, .	Scarlet fever at 6 years 5 months.
Annan, Josephine A.,	East Boston, . . .	4 years at Hartford Asylum, .	Sept., 1868, .	18 years, . . .	Scarlet fever at 2 years.
Babbitt, Harrie E.,	Boston, . . .	-	Sept., 1869, .	7 years 10 months, .	Succession of diseases; 5 yrs. 4 mths.
Bowers, Frank, . .	East Longmeadow, .	-	Oct., 1867, .	9 years 2 months, .	{ Unknown; before 2 years partially deaf.
Burbank, James P.,	Salem, . . .	1 year before he became deaf, .	Sept., 1869, .	9 years 4 months, .	Scarlet fever at 6 years 8 months.
Cushing, Faunie M.,	Boston, . . .	{ 1 year 6 months private teacher and 1 year at Chelmsford, . . . }	Oct., 1867, .	11 years, . . .	Unknown; at 3½ years.
Dudley, E. Theresa Bates,	Northampton, . .	{ 6 months private teacher and 2 years at Hartford, . . . }	Oct., 1867, .	13 years 6 months, .	Congenital.
Edson, John A., . .	Ipswich, . . .	-	Sept., 1869, .	7 years 2 months, .	Scarlet fever before 2 years.
Ellsworth, Allie, . .	Wilbraham, . . .	-	Oct., 1867, .	7 years 3 months, .	Unknown; at 2 years.
French, John Y., . .	Charlestown, . . .	-	Oct., 1867, .	5 years 2 months, .	Unknown; partially deaf at 2 years.
Greene, Roscoe, . .	Providence, R. I., .	1 year 9 months after he became deaf, .	Oct., 1867, .	18 years 11 months, .	Inflammation of brain; 7½ years.
Haines, Joel Lupton,	Baltimore, Md., . .	-	Sept., 1868, .	7 years 6 months, .	Scarlet fever at 3 years.
Houghton, Alice L.,	Worcester, . . .	Public school, . . .	Sept., 1868, .	14 years, . . .	Partially deaf from birth.
Howes, Bertha, . .	East Dennis, . . .	-	Oct., 1867, .	5 years 5 months, .	Congenital.
Jaggard, Edwin B.,	Southbridge, . . .	-	Sept., 1868, .	5 years, . . .	Meningitis at 3 years 10 months.
Jordan, Harry, . .	Boston, . . .	1 year at Chelmsford, . . .	Oct., 1867, .	9 years, . . .	Congenital.
Keith, Arthur, . .	Palmer, . . .	1 year at Chelmsford, . . .	Oct., 1867, .	7 years 9 months, .	Unknown; at 2 years.
Keogh, Michael J.,	Assabet, . . .	-	Nov., 1867, .	9 years 6 months, .	Scarlet fever at 5½ years.
Kirwin, Alfred R.,	South Malden, . .	-	Sept., 1868, .	7 years 7 months, .	Measles at 1 year.
Langton, Willie S.,	South Wilbraham, .	1 year at Chelmsford, . . .	Oct., 1867, .	8 years 11 months, .	Scarlet fever at 5½ years.
Mason, Edgar T., . .	Fall River, . . .	-	Sept., 1868, .	13 years 10 months, .	Partially deaf from infancy.
Minor, Kittie E., . .	Northampton, . .	-	Sept., 1869, .	5 years 11 months, .	Brain disease at 2 years.
Mitchell, Elizabeth,	Columbus, Ohio, . .	-	Sept., 1869, .	5 years, . . .	Congestion of the brain at 2 years.

Names, Residences, &c.—Concluded.

NAMES.	Residence.	Time and Place of Instruction before entering Clarke Institution.	Time of entering Institution.	Age at Time of Admission.	Cause of Deafness.
Moore, Ella Denn,	Lawrence,	-	Sept., 1868,	10 years 8 months,	Scarlet or spotted fever at 6½ years.
Morris, Fred O.,	Pontiac, Mich.,	-	Sept., 1869,	16 years,	Cholera infantum at 7 months.
Morse, Etta M.,	West Brookfield,	-	Sept., 1869,	17 years 6 months,	Congenital.
Morse, Walter F.,	South Dedham,	1 year at Chelmsford,	Sept., 1868,	10 years,	Congenital.
Munger, Willie D.,	Bridgeport, Conn.,	-	Sept., 1868,	7 years 9 months,	Abscesses in the head before 2 years.
McNeil, John,	Boston,	-	Sept., 1868,	8 years 5 months,	Typhoid fever at 4 years.
Nelson, Cornelia M.,	Poughkeepsie, N. Y.,	-	Nov., 1869,	6 years 6 months,	Measles at 18 months.
Nevers, Harry W.,	Bridgeport, Conn.,	-	Oct., 1868,	11 years 1 month,	Scrofula at 20 months.
Nichols, Marietta C.,	Arlington,	3 years at Hartford Asylum,	Sept., 1868,	19 years 10 months,	Fall at 1 year 6 months.
Plummer, Jerome H.,	Brooklyn, N. Y.,	Private school after he became deaf,	Oct., 1867,	13 years 10 months,	Scarlet fever at 7½ years.
Porter, Isabel E.,	Wrentham,	4 months at Chelmsford,	Oct., 1867,	8 years 9 months,	Scarlet fever at 3 years 2 months.
Robinson, Hatie F.,	Boston,	5 years at Hartford Asylum,	Sept., 1868,	13 years 7 months,	Congenital.
Sawyer, George C.,	Charleston, S. C.,	-	Oct., 1867,	7 years 1 month,	Measles at 1 year.
Towle, Lewella,	East Boston,	-	Oct., 1867,	7 years 8 months,	Humor; 1 year 4 months.
Ward, Harry K.,	West Haven, Conn.,	-	Oct., 1867,	7 years 2 months,	Congenital.
Ward, Josephine,	West Haven, Conn.,	-	Jan., 1868,	5 years 1 month,	Congenital.
Ware, Josephine M.,	Worcester,	Public school before she became deaf,	Sept., 1869,	13 years 2 months,	Meningitis at 11 years.
Whittier, Mary Emma,	Bangor, Me.,	-	Oct., 1867,	9 years 10 months,	Congenital.
Boys,	24;	Girls,	17.	Total,	41.

REPORT OF THE PRINCIPAL.

To the Corporators of the Clarke Institution.

GENTLEMEN:—The year for which this Report is made out dates from December 31, 1868, to December 31, 1869. During this period the number of different pupils has been forty-three, the average number thirty-five, while the present number is forty-one. The present number of classes is six, of single pupils three, the number of teachers five, and the number of recitations in a day is fifty-five. The general progress of the pupils has been good. In speaking of them, those last admitted are first mentioned.

NEW PUPILS.

Since the opening of the school-year in September last, ten new pupils have been added to the school. With these no good classification could be made, on account of the great difference in their attainments and age, the latter varying from five to seventeen years.

The following is the list of new pupils:—

JOSEPHINE M. WARE, Worcester (thirteen years old), lost hearing at eleven years; JAMES P. BURBANK, Salem (nine years old), deaf at six years and eight months. These two joined the "First Special Class."

ETTA M. MORSE, West Brookfield (seventeen years old), a congenital mute. She spoke quite a number of separate words and wrote a very few words when she entered. By December 13, she had acquired the sounds of "b," "d" and "g," which completed the acquisition of the alphabet.

FREDERICK O. MORRIS, Pontiac, Mich. (sixteen years old), deaf at seven months. He spoke very indistinctly, having an idea of a whole phrase, but not of the separate words comprising it; for instance, he said "Where de 'gar live?" for "Where do you live?" "Wha de 'gar mean?" for "What do you mean?" and "Yek 'er" for "Yes, sir." He had no idea of spelling. He has since improved very much in speaking.

JAMES D. ALLEN, Montague (twelve years old), deaf at six years, could talk somewhat with his mother, but for a fortnight after entering did not speak aloud or so that he could be understood. His speech was very imperfect, one side of his mouth having been paralyzed by the sickness which made him deaf. He could neither read nor write. December 13, he first gave the sound of "k," but was still unable to give "b," "d," "g."

HARRY E. BABBITT, Boston (eight years old), deaf at five years, retained his speech, but had received no instruction. December 1, obtained the sound of "k," but not "b," "d," "g." The four pupils just mentioned have been taught together, but before the close of the year it is hoped that they can join the "Second Division of 1867." At the present date (December 31), they articulate, read from the lips and write one hundred and forty words, and understand many sentences containing these words. They also give several answers to the questions "What is that?" "Where is your slate?" &c.

JOHN A. EDSON, Ipswich (seven years old), deaf between one and two years of age, had received no instruction. KITTY MINOR, Northampton (six years old), whose parents removed here from Ohio solely on her account, lost hearing at two years of age and before she had learned to talk. She spoke a few words when she entered school, but had received no other instruction. These two little ones, at the end of six weeks, read from the lips and wrote twenty-four letters of the alphabet. They could articulate all these except "b," "d," "g," "k." We do not trouble little children to learn "x" and "q." They know six words at this time—to speak, read, write and understand. When they had eight words, sentences were given them. They now read from the lips, write and understand forty-five words, and read and understand nearly as many sentences formed from them, but have not yet gained the four most difficult sounds of the alphabet.

LILLY MITCHELL, Columbus, Ohio (five years old), lost hearing at two years of age. She was not quite five when she entered, and was no more mature than some children of three years. She had once talked, but had lost all, and could make no sound for a word or letter, although her mother wrote that she had obtained the sound of "o" from her many times. For weeks every possible effort was made with her, not by one teacher alone, but by each teacher in school, to bring forth a sound. She placed her hand on the teacher's throat, on her chest and before her mouth, but all to no purpose, as she only placed her lips and tongue in the right position without producing a sound. Even the breathing of "h" was not acquired for some weeks. Occasionally she made a sound, and sometimes reproduced it.

At one time for two or three days in succession she did this by put-

ting her hand on the teacher's throat, and then it was lost. At another time she spoke the word "boy" aloud for several successive days, and then followed days of silence. During this time she was learning to recognize by sight, read from the lips, and write some of the letters of the alphabet and two or three words. She would often make a loud sound when at play with the children, and always when illustrating the word "run."

One day one of the little girls gave the sounds of "b," "d" and "g" while all were attempting to get them, and Lilly, putting her hand on the child's throat to see how it was done, gave the sound of "m." Since that time she has always produced that sound when the teacher gave "b." Here seemed to be a starting point, and for a week previous to date (December 31), there has been a steady improvement, one day making sounds for "m" and "a," the next for all the vowels, the third giving the combinations "ba, be, bi, bo, bu." The following day she gave a different sound for each letter of the alphabet, some of which were correct, and to-day she articulated twelve letters without help. We are very hopeful now that she will never again lose this power. Our faith has always been strong that *some time*, if not this year or next, she would be able to talk, for she had once the power of speech, was not deficient mentally, and could, at times, produce sounds. All she needed was to know how to reproduce them at will.

CORNELIA M. NELSON, Poughkeepsie, N. Y. (six years old), lost hearing at eighteen months. She labors under the disadvantage of entering school about eight weeks after the other little ones. Some of them then knew the alphabet, and were beginning to comprehend little sentences. It was hoped with extra effort to bring her into a class with Kitty and John, but a few weeks' trial showed she was not sufficiently mature to advance so rapidly, and she is now learning with Lilly. They read from the lips, and write nineteen letters and eight words. Cornelia has been under instruction seven weeks. During the fourth week she obtained the sounds of "b," "d," "g" at one lesson, and can now articulate the words which she writes, and all the letters of the alphabet but "k," "j," "x" and "q." These four younger children have had from two to three hours' instruction a day.

PUPILS OF LAST YEAR.

The pupils, which in last year's report were designated as "Class A," in a few months joined other classes for articulating exercises. They have all improved during the year, both in speaking and lip-reading.

The "Regular Class of 1868" at the opening of the present school-year was united with the "Second Division" of the class of 1867. It

was not so far advanced as this division, but the difference in attainment was not sufficient to warrant carrying them on as separate classes.

By this union we have a class of eleven pupils, varying in age from five to twelve years. They are:—EDWIN JAGGAR (six years old), deaf at three years and ten months, retained many words; J. LUPTON HAINES (eight years old), lost hearing at three years, retained some connected language, but was seldom understood except by his parents; ALFRED KIRWIN (eight years old), lost hearing at one year of age; WILLY D. MUNGER (nine years old), deaf between one and two years of age; JOHN McNEIL (nine years old), deaf at four years, and having lost all idea of language; HARRY W. NEVERS (eleven years old), deaf at twenty months, but spoke some separate words; HARRY WARD (nine years old), and JOSIE WARD (seven years old), congenital mutes; JOHN Y. FRENCH (seven years old), partially deaf at two years, spoke a few words; BERTHA HOWES (seven years old), congenital mute; ALFRED ELLSWORTH (nine years old), deaf at two years, but did not talk.

None of these children had received instruction previous to entering this school.

They now have exercises in describing pictures, in filling sentences, and in reading little stories made for them. The majority of the class count to 100, and write all these numbers in figures and in words, while some of them can write all the combinations of numbers from 1 to 10.

Annexed to the record of this and the other classes will be found a few compositions written by members of the class, without suggestion or assistance of any kind from the teachers:

I. DESCRIPTION OF A PICTURE.

The boy is staying with the crow. The boy is lying on the ground. The crow will not bite the boy. The crow is very pretty. He would not like the school. The book is on the ground. There are three crow. The crow can fly with two wing. The crow will not hurt the crow. The crow has no gills. The shrub is very far off Tommy looks at the crows. Tommys hat is on the ground. The boy can sing the book.

JOHN Y. FRENCH.

II. DESCRIPTION OF A PICTURE.

The bird are standing on the tree. The nest is on the leaves. One bird is flying up high in the sky. The tree is in the water. One bird is not falling in the water. There are three birds. The egg is in the nest There are eight eggs. The wood is on the leaves. The bird is not falling down on the many leaves.

J. LUPTON HAINES.

III. DESCRIPTION OF A PICTURE.

Now we are going to write about a picture. The sheep eats the leaf. There are three sheep. The sheep is wool. The sheep has a long legs. One sheep is large Two sheep are two. The basket is on the ground. The girl loves the sheep. The girl has long hair. I can see the small house. The girl walks with the sheep. The sheep has short well. The man rides horseback. There are four birds. The sun is all gone. The sheep has very short tail. The sheep has short ears. The sheep has black legs.

BERTHA HOWES.

SECOND SPECIAL CLASS.

In September last the "First Division of the class of 1867" was united with this class, which now consists of ELLA TOWLE (nine years old), who lost hearing at sixteen months; MARY EMMA WHITTIER (twelve years old), a congenital mute; GEORGE C. SAWYER (nine years old), who lost hearing at one year, and has been out of school more than half of this year; EDGAR T. MASON (fourteen years old), partially deaf from infancy (entered 1868); MARIETTA C. NICHOLS (twenty-one years old), who lost hearing at eighteen months (entered 1868); HATTIE F. ROBINSON (fifteen years old), a congenital mute (entered 1868). (These last two had received previous instruction by signs and the manual alphabet. They have improved in speaking and lip-reading, but more in their use of language.) HARRY JORDAN (eleven years old), a congenital mute; ARTHUR KEITH (ten years old), who lost hearing at two years; FRANK BOWERS (eleven years old), partially deaf from infancy.

They have daily exercises in reading little stories, spelling, defining, forming sentences and in description of pictures. They have also exercises in reading a story from a teacher's lips and writing it on the slate as she reads. They have lessons in geography and arithmetic, being now quite familiar with mental and written addition and subtraction.

SPECIMENS OF COMPOSITION.

IV. DESCRIPTION OF A PICTURE.

I am going to write about picture. The white dog cannot talk near the door the woman beside the door in the house. The children are looking to see the on the window sill. The dog cannot get up the knock in the door because he is very smaller. He is carrying the basket go home. I think the apples and potatoes and meat and pie and flour in the basket. The children are laughing the dog near the woman. I think the white dog cannot find go to home becuse he did not know how The dog jump over the two feet on the stone steep near the door. He is very short tail. The beautiful flower blossom on the wall in the house. I think the woman to make the flower blossom on the wall the string in the house. I think summer or winter. I cannot see the stone of the door and because beside the door. The two boy is laughing look at the dog near the window.

EDGAR T. MASON.

V. THE SCOTCH TERRIER.

The dog is standing on the ground and the small dog leans against side the newfoundland dogs back. The english terrier was lapped some water in the pan because he was hungry. He has a very long hair on his back and he will be very warm. Three dogs are playing in the yard in summer and he sleeps in the dog's house because he is very tired. The dog cannot make the house because he is not ignorant. Sometimes the dog will draw the wagon and the boy make the harness and bridle on the back and he drawing it because he is very strong. The dog lolls with his mouth because he is very tired. The dog has very short hair because he is very little dog. The little dog like to play with the Newfoundland dog, because he want to like to love it. The dog sitting on the ground because he lolls with his mouth. The father dog will not buy some money for something. I have one dog at home in Charleston. The dog standing on his leg on the ground. Sometimes the scotch terrier catch small rats and he will eat the rats. The newfoundland dog move the ears and the fly is sitting on the ears. I think the dog will bite the boy and he will strike it. Three dog plays in the house and he will eat some food in the morning. Newfoundland dog and english Terrier will drink some water because he is very tired. The dogs will go to in the house to sleep with his eyes. I think the tree grow will be very large. The girl has given some food to the dogs to eat some meat and potato and fish and bread.

GEORGE SAWYER.

VI. SHEEP AND LAMBS.

I am going to write about the picture of the sheep and lambs. The girl is looking at the lamb at the lamb look at her. The other lamb and sheep sitting down on the ground because they are very tired. The sun shines at the shadow of the leaves trees and fences. The mother sheep has very thick wool to keep the lambs to go under the sheep bodies warm. I think the lambs have very thin wools and by and by they will grow sheep and have very thick wool. The girl is leaning on the door on the wall. The sheeps wool is in waves because it is too cold this morning. I think the rock is covered with the grass. I think the grass is beautiful with green for the sheeps and lambs to eat it because they are very hungry. I think the lamb jumps on the sheeps back to ride. I like to play with the sheep and lambs. The girl ask her father and if she can go and play with the lambs in the yard near her house. The girl peeps at the lambs and sheep when she laugh and by and by she will go and then say come here pretty and all the animals get up and then she wants open the door and they will go in the yard and perhaps her father or mother laugh when she plays with them and then she says come come come to them go in the barn and sleep. The girl is holding the door which she is going open the door off. The blue sky is very clear but it is not very cloudy. Very small white sky is very cloudy. The other lamb is sitting which is sneezing because the fly go in its nose. They are different kind of animals and the color of the lamb is white black yellow and brown in this picture. I think the dog barks at the sheep or lambs. The mother sheep and two lambs have sharp claws and perhaps they dig the ground off and then put the bone in it. The flowers blossom in the ground and they look very beautiful.

ARTHUR KEITH.

VII. THE ASS.

The girl is riding on the asse's back and she is going to have a nice time. I can see a very small baby ass running beside the mother ass in the picture. The boy who put the bridle because the girl wanted to drive the ass very much. The mother ass has very long ears on his head and the baby ass have very short ears. The boy put the large saddle on the asse's back to ride for the girl. The mother ass has very long tail but the baby ass has very short tail than the baby donkey's. The baby ass has all green and brown hair to keep her very warm. God made the baby ass for the mother ass and in the morning they get up very early when the boy and girl come in the barn and see them and by and by her father will come in the barn and let the baby ass and mother ass come to walk and run all day. The baby ass have no long manes on his neck because she was a very small ass. I think the carpenter make the large saddle for the girls to ride on the asse's back and the carpenter is very good man. I can see the red and yellow and brown bridle is on the asse's face. The ass is a very large horse and there is a very small horse. The boy who wears a brown pants and a yellow vest and a white shirt. He wears his brown hat and a yellow ribbon on his head. His hair is brown. The girl wear her blue dress and red and yellow shawl and I think it looks very pretty. She wears drab hat and blue feathers because her mother bought her new hat in the store and she gave it to the girl. I can see the green grass and brown, yellow in the field. I can see the shadows of the asses and boy. There is much red sky and white, blue sky. By and by the girl will get off from the asse's back and then she will go into the house to keep her warm and the boy will lead them in the barn.

FRANK BOWERS.

FIRST SPECIAL CLASS.

The members of this class are: JOSEPHINE A. ANNAN (nineteen years old), lost hearing at two years, but retained speech, and had been instructed by signs and the manual alphabet previous to entering in 1868; ALICE L. HOUGHTON (fifteen years old), partially deaf from birth; FANNIE M. CUSHING (thirteen years old), lost hearing at three and a half years, and had lost all idea of language when her instruction began; WILLIE S. LANGDON (eleven years old), lost hearing at five and a half years, retained imperfect speech, but was fast forgetting connected language; ISABEL E. PORTER (eleven years old), lost hearing at three years, retained a few words; WALTER F. MORSE (eleven years old), a congenital mute; MICHAEL J. KEOGH (eleven years old), lost hearing at five years; ELLA D. MOORE (eleven years old), lost hearing at six years. The last two mentioned have been promoted from the first division of the "class of 1867."

At the opening of school in September last, this class was increased by the admission of JOSEPHINE M. WARE (thirteen years old), who lost hearing at eleven years, and did not attend school after being deaf until she entered here: she talked well, and could read her mother's

lips considerably; and JAMES P. BURBANK (nine years old), deaf at six years eight months, retained speech, a good use of language, read the lips a very little and read children's books understandingly. He had received but one year's instruction before becoming deaf, and did not attend school afterward. Neither of these new pupils knew the multiplication table, or anything of written arithmetic, but their progress has been so good that they now stand well in the class. Besides the regular lessons of the class, they are studying Hooker's "Child's Book of Nature." They have continued the exercises of reading, spelling, defining, construction of sentences from given words, lip-reading, geography and arithmetic, and made good progress in each.

LETTERS FROM THIS CLASS.

In order to show Alice's improvement, part of the first letter she wrote after entering school is here inserted. It is a fair sample of the whole letter.

VIII. TWO LETTERS.

NORTHAMPTON Sept. 16. 1868

My Dear. Mother

I Promised. to. Write. you. a. few. lines. and. I. Want. you. to. Come. to Northampton. Please. Send. Write. me. I. Want. to. see. you. very. much. and. how. is. harry. I. Want. to. see. harry. very. much. and. We. have. got. 24. Children. in. school. and. Please. send. you. ask. Father. that. I. Will. Write. for. father. next. time. I. am. tired. to. Write. you. a. letter. to. you. I. have. Been. headache. last. night. and. the. girl. name. is. Isabel. Porter. sleep. With. me. Isabel. Porter. is. name. in. a. report. you. go. see. the. report. and. the. Little. Boy. Was. 4. year. Old. She. Can. talk. &c.

good Bye your friend

ALICE.

NORTHAMPTON, Jan 5th. 1870.

My dear Cousin Lizzie.

I wish you a happy New Year, I am very glad that we are all going home in four weeks and I shall be very glad to see my dear parents. It is very pleasant to-day I hope the children will go walk this afternoon. Last week Miss Fiske, Hattie Robinson, Roscoe Green, and I went out skating on the ice on Paradise River and I can skate very nicely. Last week my mother and little Edith came to see me and I was very glad to see them, she gave me a new paper of soap, veil, ribbon, hair oil, and many other things. This afternoon I think I shall go out skating with Roscoe and Hattie, if it is pleasant. Last Sunday, It rained very hard and the children did not go to church and in the afternoon the children went to Sunday school. Last Monday I received a letter from my mother and I was very glad to hear from her, she told me that little Edith and Harry were quite sick with their vaccination, Last

Monday afternoon Josie Ware's mother came to see her and she was very glad to see her. Last Saturday afternoon I went down town with Miss Fiske and Hattie Robinson, I bought a new bottle of cologne for Miss Rogers for a new year present. I want to see you very much. Last night I went to the depot with Mrs Ware and Josie Ware, I saw the drunken man fell down on the ground and the Irish man pulled him and carried him home. I am going to write a letter to my mother next week. I send much love to you. Please write as soon as you can.

good by.

from your affectionate cousin

ALICE.

IX. LETTER FROM A CONGENITAL MUTE.

NORTHAMPTON, Jan. 8. 1870.

My dear parents.

It is snowy to-day when the snow become deep. We shall slide down on the hill with the sled. You must tell Carrie. My sled is not broke and I take off the iron tires from the sled and I will put it in my trunk and I shall go home to ask Mr Rose to make the long sled. Do you remember the hill in the road where father ride on the large wagon to East Walpole and I will slide down in the road with my sled. My sled was very, very old and there is no paint on it. Next Tuesday it will be 3 weeks and we shall go home to see our parents. In Hartford the children will go home in June. Did you go to the station and stay when I came home? Did Lewis want me to come home to play with him.

The other day there was no snow. Yesterday the ice was on the trees and the sun melt it fell on the ground. By and by we draw the picture and then go home to the house. I go to school every day and I study my lesson very hard but I am very tired. Josie Annan open the door and hurt her head the window was broken and her head is little better

There is a new stove in the schoolroom to keep the children warm. Have you seen Miss Jone. That is my teacher.

Goodbye

WALTER F. MORSE.

X. LETTER.

NORTHAMPTON Jan 1st 1870

My dear friend,

I was very glad that you gave me a picture of your baby Amy Cheever. Are you very well today? After 4 weeks all the children will go home Feb 1870 and we shall spend vacation. Shall you be very happy when I come home to see you? Did my mother come to see you the other day? How is your little baby? I am very well today. A few days ago I went to Mrs Snow's house because I went to eat delicious supper for a New Year Day. Miss Rogers said the children were a very good and still at supper. Is your baby Amy felt very well today? Perhaps I shall go home in vacation and I shall give you a picture of me but not now, because I am going to school now. Mary Woodard told me, that I am going to school this afternoon. Have you been to

Boston this morning? Have you been such a very nice time last New Year day of 1870? Did you saw Mr & Mrs Cheever to-day? My mother went to the Warren Street again and she get some very beautiful flowers from there for Annie Goff who is dead, because that God wants her in heaven. She has been in the train to Pawtucket and she went to the several carriages. I think she put some very beautiful flowers in the pretty coffin. That was my friend. Jesus Christ's birthday was Christmas, and Louise Humphrey's birthday was like Jesus Christ's I hope she will be a good girl like him. Give my love to your little sweet baby.

Good bye

from your affectionate friend FANNIE CUSHING

XI. LETTER TO A TEACHER.

NORTHAMPTON Jan 4th 1870

My dear Miss Byam. I have not written you a letter for a long time. I hope you had a very nice time New Years day. I received a letter from my mother and she said that I can send some presents to you in my vacation. The children want to see you very much and some of them are very sorry that you cannot come to Northampton no more. I am eleven years old now. I want to see you very much. Were you very much delighted to get the very nice silver fruit knife which the children had sent to you. Do you think it was a beautiful knife? Are you very glad living in Boston. Is the house made of bricks? Frank says perhaps he will write you a letter every day, but sometimes he says no. I am very well and want to see you very much. My mother was very much surprised that you were going to live in Boston and also my father and sister. I am having a very nice time here in Northampton. One of my teachers whose name is Miss Barton she is teaching school in Boston. She teaches 24 deaf children. The children are going home in five weeks to see their parents and I think they will have very nice times during their vacation. The teachers give the children perfect marks when they have a perfect lesson. When they have five perfect marks they give them back to the teachers and they give them a reward of merit. I have seven rewards of merit now, when I have twelve I shall have a book. My cousin Nat Stebbins is a store keeper in Boston and he keeps store in 9 temple place Boston and if you go to his store you can see something written on the glass, 9 temple place, You can see him when you go to the store to buy something. Are you very well? I was very glad to receive a letter from you which you had written to the children. I am very sorry that I cannot go to Boston to see you when the children go home. I presume that sometimes I can go to Boston to visit my uncles and I would like to have you come to the depot to meet us. The snow is on the ground here now and the children can coast down on their sleds. I think it is fine sport to me. When I go home I presume I will make my self a long sled and I will ride down the hill on it. I will also give some of my friends a ride on it and I think they will be very glad.

Goodbye

WILLIE S. LANGDON.

SINGLE PUPILS.

These are three in number, the same as last year—Miss Dudley, Jerome Plummer and Roscoe Greene.

1. E. T. B. DUDLEY (fifteen years old), a congenital mute, entered school in 1867 to learn to speak and read from the lips, having previously been taught by the manual alphabet and signs. Her progress has been good in all respects during the year.

XII. OUR VISIT TO AMHERST.

Miss Rogers invited all her pupils except the fifth class to take a ride to Amherst. We all were very happy to go. The omnibus soon came and was packed full of boys, and girls looking merry, and gay. At half past one o'clock we left here, and rode across the bridge over the Connecticut River. It was pretty dark, and took us quite a long time to cross over. As soon as we passed through it, we saw the mountains all the way to Amherst. In the summer the meadows, and the trees on the mountains are very green, and look very beautifully. Amherst is a very pretty town, and many young men go to college there. It is only eight miles from Northampton. As soon as we reached there, we drove to the Appleton Cabinet. We saw a great variety of things in different cases. We saw a very large skeleton of the Megatherium. It is not a real skeleton, but some body made it to look like a real one to show, that it lived a great many years ago. I suppose it was found beside the tree which he ate some leaves from before he died, but I do not know exactly. We also saw some large bones of a whale, a pair of very long jaws, two heads of two whales. We saw some deer stuffed, and some skeletons of deer. There were Carabou, Elk, Rein deer, and some other kinds of deer. There were several species of corals. One of the kinds of corals is called is "Brain Coral," because it looks like a brain. Another is called "Leaf Coral," because it looks like the shape of a leaf. Some corals are so very large that it is wonderful that such tiny animals can make them. There were some species of sponges which grew on the rocks in the ocean. We also saw several kinds of fishes, and reptiles in glass bottles. Something in the bottles keeps them from decaying. There were a few skeletons of fishes. I saw a skeleton of a frog. How clean, and white it was! Then we saw many stuffed animals, and birds. There was a stuffed animal which looked very much like a man, was a Gorilla. He had a broken gun in both his hands. I suppose he once fought with a man, and snatched his gun, and broke it. There were a great many stuffed birds, owls, hawks, &c. I saw many beautiful birds with gay feathers, and presume they were the natives of Brazil. Also there were many eggs in nests which many different birds laid. There were a great many, many different species of beautiful shells in large cases. They are countless in numbers. We saw many beautiful insects too, and some of them were very tiny. Afterwards we came down stairs, saw many bird tracks on very large flat stones. A great many years ago the birds, or animals used to walk on soft earth, and marked their tracks on it, and by and by it turned into stones; and these tracks are left on them. I saw some ornaments of the Indians which they used to wear. Then some of us visited the Shepherd Cabinet, and we saw many specimens of very beautiful stones there,

and had a very pleasant time looking at them. Some of them were precious stones, and very valuable. Then we all had a charming ride home, and we were wiser than before we went, because we saw very many new things.

E. T. B. DUDLEY. Nov. 1869.

2. JEROME H. PLUMMER (sixteen years old), lost hearing at eight years, but retained speech. He has continued the studies of reading, spelling, arithmetic, grammar and French, has finished translating "*Le Petit Robinson*," and is now reading "*Trois Mois sous la Neige*." He has acquired some knowledge of Botany. His progress in lip-reading has been good. A teacher reads a lesson to him from Abbott's "*Julius Cæsar*," which he writes out afterward from memory, without referring to the book. All of Hooker's "*Child's Book of Nature*" has been read to him in this way during the year, and from these readings he has filled a blank-book of one hundred and sixty pages.

XIII. GLACIERS.

Glaciers originate on high mountains. They are sometimes fifteen miles long and three miles wide. The two things necessary to produce a glacier are extreme cold and a mountain. The alps between Italy, Switzerland and France have been more attentively studied than any other mountains because they produce a great many glaciers. There are no Glaciers in the Himalaya Mountains because it is so dry, and few in the Rocky Mountains.

Vast quantities of snow are loosed far up on the mountains and fall down carrying along with it earth stones and boulders. This constitutes an avalanche. Boulders sometimes comes down from glaciers like a rapid cannonade. The rocks on the sides of glaciers are called morraines. They are of three kinds 1. lateral 2. medial and 3. terminal. There are often vast fissures in these glaciers called cravasses, which are often very deep. On Long Island, Cape Cod and Martha's Vineyard there are enormous boulders and stones. Some of these boulders are nicely poised upon other rocks. They may be made to rock back and forth by merely touching them with the hand though it would require immense power to dislodge them from their position. These stones are called rocking stones. It has been supposed that these boulders came from the Continent. They are never found south of a parallel of 40 degrees. Many of the ledges from which these boulders came are found north of their present position but never south of it. Many boulders have been transported over deep vallies from one mountain to another. On Hoosac Mt. Mass. there is a boulder one thousand feet above the valley across which it has been transported from an opposite mountain.

J. H. PLUMMER.

3. ROSCOE GREENE (twenty-one years old), lost hearing at seven, but retained speech. During the year he has studied botany and geology, using Tenney's "*Geology*" and Denton's "*Lectures on Geology*," and has written essays or abstracts relating to all the subjects there treated. He has had lip-reading lessons from Gray's "*Elementary Botany*" and Abbott's "*Life of Cæsar*," from which he has filled from memory a blank-book of nearly two hundred pages.

XIV. HOT SPRINGS, VOLCANOES, AND EARTHQUAKES.

Hot Springs, volcanoes, and earthquakes are among the best evidences we have of the heated condition of the interior of the globe. Acknowledge this heated state, and we have the key with which to unlock the mysterious causes of hot springs, volcanoes and earthquakes,—nay more, we can then, in a most natural way, go back over the countless cycles of time and ultimately trace the origin of the earth itself to the Nebular Theory.

Hot springs are found penetrating all kinds of rocks. They are widely distributed over the face of the globe. We find them in England, Italy, Germany, on the slopes of the Alps and Andes, and on the numerous islands of the Pacific Ocean.

Volcanoes act as chimneys and outlets for the fiery mass within. They are found scattered throughout the space intervening between “the frigid north and the more frigid south.”

Commencing with Chili, travelling north, we can follow a chain of volcanoes almost the entire length of the American continent; westward across the Aleutian Islands to Kamtschatka; thence southward through the Kurile, Japan, and other islands intervening between Southern Asia and Australia; then, from New Caledonia, eastward to the Marquesas Islands. This makes a chain of volcanoes more than 26,000 miles in length.

If volcanoes have no deep-seated connection with the interior, where does the immense amount of matter ejected from them in the form of lava, ashes, and cinders come from? The matter ejected sometimes exceeds the bulk of the mountain itself. In Iceland *Scapta Jokul*, in two months of 1783, ejected matter enough to form a solid globe six miles in diameter.

Now, eighty-six years afterwards, the island has not recovered from the terrible effects of those two months.

Earthquakes which in regard to their origin, are but the twin sisters of volcanoes, are also connected with the interior. Could we descend far enough, we would doubtless stand upon the brink of a fiery ocean whose flaming waters, as do those of the external oceans, rose and fell obedient to the attracting influence of the moon. Now it is calm and a death like silence reigns in the heated atmosphere above; but, at times, there are storms.

A storm on the ocean below is an earthquake on the surface above.

ROSCOE GREENE.

The compositions in this Report, with the exception of the first three, have been so selected as to show the average attainment of each class, and all are inserted without any correction. All the pupils have lessons in drawing twice a week.

Devotional exercises are conducted in the family at home instead of publicly in school, and the pupils receive instruction regularly in Sabbath school.

Respectfully submitted.

HARRIET B. ROGERS.

NORTHAMPTON, December 31, 1869.

TERMS OF ADMISSION.

This Institution is especially adapted for the education of semi-deaf and semi-mute pupils, but others may be admitted. It provides for the pupil's tuition, board, lodging, washing, fuel and lights, superintendence of health, conduct, manners and morals.

The charges are four hundred dollars a year; for tuition alone, one hundred dollars; payable semi-annually *in advance, the first week* of each term. No deduction, except for absences on account of sickness. Extra charges will be made for actual expenses incurred during sickness.

The State of Massachusetts appropriates annually funds for the education of its deaf-mutes. The Institution, also, appropriates the income from its funds for the aid of beneficiaries from Massachusetts, according to their need. Forms of application for the State aid will be furnished by the Secretary of the Commonwealth or by the Institution.

There are two terms in the year, of twenty weeks each; the first commencing on the third Wednesday of September with a vacation of four weeks in winter; the second commencing on the first Wednesday of March, with a summer vacation of eight weeks. Pupils cannot spend the vacation at school. It is desirable to have all applications for admission for the succeeding year made as early as June. The year begins on the third Wednesday of September. None will be admitted at any other time, unless they are fully qualified to enter classes already formed, and on payment of the full tuition for the term in which they enter.

The pupils must bring good and sufficient clothing for both summer and winter, and be furnished with a list of the various articles, each one of which should be marked, and also with paper, envelopes and stamps. A small sum of money, not less than five dollars, should be deposited with the principal for incidental expenses.

Applications and letters for information must be addressed to the "Principal of the Clarke School for Deaf-Mutes, Northampton, Massachusetts," with a stamp for return postage. All payments should be made to the Treasurer, Lafayette Maltby, Northampton.

Pupils must be at least five years old on entering the Institution, and must bring a certificate of vaccination, and a list of the diseases they have had. The Institution is not an asylum, but a school of learning; and none can be admitted or retained who have not the ordinary growth and vigor of mind and body, and moral habits.

Visitors from Northampton are admitted Thursday afternoons. Strangers at all times, excepting Wednesday and Saturday afternoons and Sundays.

LIST OF THE BENEFICIARIES OF MASSACHUSETTS

IN THE

American Asylum for the Education of Deaf and Dumb.

JANUARY 1ST, 1870.

List of the Beneficiaries of Massachusetts, January 1st, 1870.

NAMES.	Residence.	Age on Admission.	Admission.	Cause of Deafness.
1. Eldora M. Howe,	Marlborough,	10	Sept. 20, 1861,	Ulcers in head, at 8 months.
2. Thomas Fahy,	Pittsfield,	9	16, 1862,	Congenital.
3. Mary E. Murphy,	Boston,	8	17, 1862,	Scarlet fever, at 2½ years.
4. Willie S. H. Peterson,	Plymouth,	8	18, 1862,	Congenital.
5. Othello D. Hayden,	Stoughton,	11	15, 1863,	Scarlet fever, at 2½ years.
6. Andrew P. Josselyn,	Foxborough,	9	15, 1863,	Fall and sickness, at 3 years.
7. Mary Carey,	Boston,	9	16, 1863,	Congenital.
8. Orlando A. Smith,	Cambridge,	10	16, 1863,	Congenital.
9. Matthew Leary,	Boston,	12	16, 1863,	Congenital.
10. John Butler,	Brookline,	10	16, 1863,	Sickness, at 3 months.
11. Eliza O'Hearn,	Tewksbury,	12	13, 1864,	Unknown.
12. James Nelson,	Lowell,	12	13, 1864,	Unknown.
13. Ellen L. Tilton,	Cheshire,	12	13, 1864,	Lung fever.
14. George Mackintosh,	Canton,	9	13, 1864,	Whooping cough, at 2 years.
15. Samuel S. Cross,	Beverly,	10	14, 1864,	Congenital.
16. Marion L. Taft,	Worcester,	8	14, 1864,	Scarlet fever, at 5 years.
17. Charles Acheson,	West Randolph,	10	14, 1864,	Congenital.
18. George W. Acheson,	West Randolph,	11	14, 1864,	Congenital.
19. Sylvester W. Wentworth,	Ipswich,	12	14, 1864,	Scarlet fever, at 9 months.

20. William M. Gardner,	.	.	.	Hardwick,	.	9	Sept. 23,	Cold, at 2 years.
21. Elizabeth A. McDonough,	.	.	.	Russell, .	.	11	Oct. 6, 1864,	Sickness, at 1 year.
22. John Gambol, .	.	.	.	South Boston, .	.	8	15, 1864,	Scarlet fever, at 4 years.
23. Ada J. Barnard, .	.	.	.	Lowell, .	.	10	Sept. 13, 1865,	Discharge from ears, at 1½ years.
24. William S. Barrett,	.	.	.	Plymouth, .	.	13	11, 1865,	Congenital.
25. Oliver Bastinella, .	.	.	.	New Lenox, .	.	13	18, 1865,	Scarlet fever, at 2½ years.
26. Abbie L. Chaffin, .	.	.	.	Worcester, .	.	8	12, 1865,	Congenital.
27. Albert W. Chapman,	.	.	.	Cambridgeport,	.	8	15, 1865,	Scarlet fever, at 6 months.
28. John Clark, .	.	.	.	Monson, .	.	10	12, 1865,	Unknown.
29. John J. Conners, .	.	.	.	Mansfield, .	.	9	13, 1865,	Cholera infantum, at 2 years.
30. Frank H. Drew, .	.	.	.	Boston, .	.	8	18, 1865,	Congenital.
31. Edward Duran, .	.	.	.	South Boston, .	.	10	19, 1865,	Congenital.
32. James F. Frealick, .	.	.	.	Provincetown, .	.	11	11, 1865,	Scarlet fever, at 1 year.
33. Anna L. Hartshorn,	.	.	.	Roxbury, .	.	10	11, 1865,	Scarlet fever, at 11 months.
34. Lewis N. Hawley, .	.	.	.	Leverett, .	.	13	13, 1865,	Congenital.
35. Levi R. Hawley, .	.	.	.	Leverett, .	.	10	13, 1865,	Congenital.
36. John McCarty, .	.	.	.	Andover, .	.	10	12, 1865,	Canker, at 2½ years.
37. Josiah Quincy, .	.	.	.	Monson, .	.	11	13, 1865,	Unknown.
38. Samuel A. Tufts, .	.	.	.	Malden, .	.	9	13, 1865,	Congenital.
39. James Powers, .	.	.	.	Boston, .	.	8	25, 1865,	Cold and fits, at 4 years.
40. John McDonnell, .	.	.	.	West Stockbridge, .	.	12	Nov. 7, 1865,	Scarlet fever, at 4 years.
41. Mary Spillane, .	.	.	.	East Boston, .	.	14	13, 1865,	Brain fever, at 3 years.

List of the Beneficiaries of Massachusetts—Continued.

NAMES.	Residence.	Age on Admission.	Admission.	Cause of Deafness.
42. Ellen Corcoran,	East Boston,	12	Nov. 13, 1865,	Illness, at 2 years.
43. Mary J. Lee,	East Longneadow,	8	Sept. 14, 1865,	Water on brain, at 3 years.
44. Alda M. Adams,	Charlestown,	11	13, 1866,	Scarlet fever, at 1 year.
45. William F. Carter,	Boston,	13	Oct. 19, 1866,	Fall, at 4 months.
46. Mary O. Meacham,	Chester,	14	Sept. 11, 1866,	Congenital.
47. Morecellia A. Meacham,	Chester,	9	11, 1866,	Congenital.
48. Michael O'Neil,	Springfield,	9	12, 1866,	Congenital.
49. Amelia A. Richardson,	Mansfield,	9	Oct. 30, 1866,	Congenital.
50. William Rudolph,	Boston,	10	Sept. 13, 1866,	Scarlet fever, at 2 years.
51. Ella J. Soper,	Lowell,	9	12, 1866,	Congenital.
52. Jennie M. Tisdale,	North Bridgewater,	8	12, 1866,	Scarlet fever, at 3 years.
53. Samuel Wardman,	Ballardvale,	11	11, 1866,	Congenital.
54. Ella J. Wentworth,	Ipswich,	10	12, 1866,	Congenital.
55. Henry White,	Roxbury,	9	12, 1866,	Typhus fever, at 6 years.
56. Elizabeth Martes,	Charlestown,	11	10, 1867,	Fever.
57. John F. Paul,	Cambridgeport,	7	11, 1867,	Congenital.
58. Wallace E. Anderson,	South Framingham,	10	11, 1867,	Congenital.
59. Anna Monahan,	Lowell,	10	11, 1867,	Unknown.
60. John O'Neil,	Thorndike,	8	16, 1867,	Congenital.

61. Orison Daniels,	North Adams,	19	Sept. 12, 1867,	Inflammatory rheumatism.
62. Edward W. Frisbee,	Charlestown,	11	26, 1867,	Unknown.
63. Julia Parsons,	Gloucester,	13	8, 1868,	Congenital.
64. Charles W. Lurvey,	Gloucester,	10	8, 1868,	Scarlet fever, at 5 years.
65. Charles E. Knight,	West Boylston,	14	8, 1868,	Scarlet fever.
66. James Farley,	East Boston,	15	9, 1868,	Sickness, at 11 years.
67. James W. Perry,	Milton,	10	9, 1868,	Measles, at 18 months.
68. Ellen B. Reekie,	Clinton,	8	9, 1868,	Congenital.
69. Margaret Calahan,	Waltham,	11	9, 1868,	Scarlet fever in infancy.
70. Charles E. Wood,	Boston,	9	9, 1868,	Congenital.
71. Joseph H. Coney,	Foxborough,	9	9, 1868,	Scarlet fever, at 18 months.
72. Joseph W. Soper,	Lowell,	9	9, 1868,	Congenital.
73. John B. Lucy,	Haverhill,	9	9, 1868,	Scarlet fever, at 4 years.
74. Ebenezer E. Staples,	Taunton,	9	10, 1868,	Congenital.
75. Benjamin D. West,	Chilmark,	15	10, 1868,	Congenital.
76. Deidama J. West,	Chilmark,	12	10, 1868,	Congenital.
77. Lizzie A. Stevens,	Gardner,	11	10, 1868,	Spinal meningitis, at 7 years.
78. Peter Beauregard,	North Adams,	15	10, 1868,	Congenital.
79. George Meacham,	Chester,	9	10, 1868,	Congenital.
80. Charles Bass,	Chicopec,	15	7, 1869,	Typhoid fever, at 10 years.
81. Thomas F. Benjamin,	Williamstown,	23	7, 1869,	Congenital.
82. Susanna Wardman,	Ballardvale,	8	7, 1869,	Congenital.

List of the Beneficiaries of Massachusetts—Concluded.

NAMES.	Residence.	Age on Admission.	Admission.	Cause of Deafness.
83. David Fleming,	Barre,	10	Sept. 8, 1869,	Whooping cough, at 3 months.
84. Edith A. Boynton,	Enfield,	8	8, 1869,	Scald, at 8 months.
85. Joseph Shaler,	Palmer,	10	8, 1869,	Unknown.
86. Mary Quinn,	Williamstown,	9	8, 1869,	Congenital.
87. Arthur E. Callender,	Cambridgeport,	8	8, 1869,	Brain fever, at 14 months.
88. Honora Fahy,	Pittsfield,	8	8, 1869,	Congenital.
89. Catharine S. Hamilton,	Dorchester,	19	8, 1869,	Congenital.
90. Timothy Kellaher,	Sandwich,	10	8, 1869,	Congenital.
91. Mary B. White,	Norton,	9	8, 1869,	Cold, at 6 months.
92. Emma J. Tilton,	Cheshire,	12	8, 1869,	Sores in head, at 6 months.
93. Frank Streeter,	Northfield,	10	13, 1869,	Cold in infancy.
94. Robert Acheson,	West Randolph,	10	13, 1869,	Congenital.
95. David P. Crocker,	Barnstable,	10	14, 1869,	Marasmus, at 5½ years.
96. Ann Glynnon,	Jamaica Plain,	8	17, 1869,	Congenital.
97. Emory A. Hawley,	Leverett,	12	17, 1869,	Congenital.
98. Sarah N. Hawley,	Leverett,	10	17, 1869,	Congenital.
99. Mary E. Kennedy,	Lawrence,	9	28, 1869,	Fall, at 2½ years.

Extracts from the Fifty-Third Annual Report of the Principal.

TO THE BOARD OF DIRECTORS :

Gentlemen :—In an Institution engaged in prosecuting a work of benevolence, a year of successful labor, almost necessarily implies a lack of incident which may call for remark in an annual review. Under the blessing of a kind Providence, the year now closing, has been preëminently of this character. The deportment and industry of the pupils have been commendable, and the general health of the family, excellent and uninterrupted. In the number of pupils in attendance, there has been a slight increase over that of last year.

Number present at the date of the last Report,	225
Admitted during the year,	51
Re-admitted,	3
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Whole number under instruction,	279
Left during the year,	47
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Now in attendance,	232
Average attendance,	230

The industrial departments have been continued as usual. These departments are not established for the sake of pecuniary returns, but simply to give the pupils the knowledge of some mechanical art, by which, in after life, they may earn a living. The trades taught have proved of the highest value, and large numbers of our graduates are scattered over the country, earning an honorable competence, by the skill they acquired while under instruction here. The manufacture of furniture, as well as shoes and clothing, is now so extensively carried on by machinery, that the most skilful products of the hand, cannot compete with it,

much less the unpractised labor of children, and beginners. On this account, it is not easy to find a sale at remunerative prices, for articles made. The practical knowledge of some mechanic art, however, is so important to deaf mutes for their success in life, and without it their education is so deficient, that we have ever regarded it as a proper object for expenditure, irrespective of its cost. For some years past, the expenses of our shops have been greater than the receipts, but notwithstanding this fact, the outlay is considered a most judicious one.

The tasteful and spacious building for amusement,—seventy by twenty-five feet, and two stories high,—erected during the last season, has proved a great addition to the comfort and enjoyment of our pupils. Being well lighted and warmed, it has been a pleasant resort for both sexes during the winter months, and has contributed materially to their health and happiness.

The practical interest manifested in different parts of the country, in deaf-mute education, is in the highest degree gratifying. The importance attached to it, and the attention it now receives, from philanthropic men, are very marked, in contrast with the apathy and neglect that prevailed fifty years ago. The fact is beginning to be fully recognized, that the infirmity of the deaf mute can be to a great degree alleviated by education, and the spacious and well-arranged buildings that are being constructed, show the high appreciation in which this work is held in the public mind. The State of Ohio has just completed a building of massive beauty, and magnificent proportions, for the education of the deaf mutes within her borders. The States of Michigan, Minnesota and Iowa, are erecting spacious and elegant structures for the use of this class of their children. In the District of Columbia, buildings are now in the process of erection by the General Government for the National Deaf-Mute College, which will be a worthy testimony to the noble character of the object, and a memorial of its generous recognition by the highest legislative body of the nation.

The institutions for the Deaf and Dumb in our country, are distinctively educational. They are in no sense *Asylums* for the care of the unfortunate. They receive only pupils who are capable of being instructed, and retain them only so long as may suffice to effect this object. Deaf mutes must have a special education. As they constitute so small a portion of the community, but one

individual ordinarily being found within the limits of a township, it is impracticable to collect them in districts, as in the case of hearing children. It is better, for the sake of economy, as well as efficiency, generally to gather the deaf mutes of a State into one school. Our people respond cheerfully to the demand for thus providing them with the facilities they need, yet in some of our States, one more step must be taken to place the deaf mute on an equality, in this regard, with the hearing child. Most of the States have a common-school system, which offers freely a complete education to the hearing child, as a matter of public duty. In some of them, however, the friends of deaf-mute children must bring evidence of their poverty, to entitle them to the same aid. If any class should be free from this unpleasant restriction, it should certainly be the most unfortunate and needy. As the deaf mute receives no aid from the large fund which the State provides for general education, he is fairly entitled to the special provision to meet his case. When he applies for education, no question should be asked, more than of the hearing child, respecting his pecuniary ability, and he should be freely furnished with all the facilities he needs. It would seem that the case needs only to be fairly stated, and comprehended, to remove entirely this invidious distinction.

An interesting Conference of the Principals of the Institutions of the United States, convened at the National Deaf-mute College at Washington, in the month of May last. Able papers were presented, and important subjects relating to the profession were discussed. The meeting was one of interest and profit, and the following Resolutions were adopted with almost entire unanimity, as embodying the general sense of the Conference, on the subjects that occupied their attention :

Resolved, That in the opinion of this Conference, it is the duty of all Institutions for the Education of the Deaf and Dumb, to provide adequate means for imparting instruction in articulation and in lip-reading, to such of their pupils as may be able to engage with profit in exercises of this nature.

Resolved, That while, in our judgment, it is desirable to give semi-mute and semi-deaf children every facility for retaining and improving any power of articulate speech which they may possess, it is not profitable, except in promising cases, discovered after fair experiment, to teach congenital mutes articulation.

Resolved, That to attain success in this department of instruction, an added force of instructors will be necessary, and this Conference recommends to Boards

of Directors of Deaf and Dumb in this country, that speedy measures be taken to provide the funds needed for the prosecution of this work.

Resolved, That the American system of deaf-mute education, as practised in this country for the last fifty years, commends itself by the best of tests, that of prolonged, careful and successful experiment, as in a preëminent degree adapted to relieve the peculiar misfortune of deaf mutes, as a class, and restore them to the blessings of society.

It will be noticed that the general principles here set forth, are those upon which this Institution has been conducted since its establishment. While signs, the natural language of the deaf mute, have always been made the medium of instruction, both for the intellectual development of the pupil, and to teach him to understand and to use written language, special attention has been given to retaining and improving the articulation of semi-mutes. For reasons we have often stated, we should deem it a serious loss, to deprive these pupils of the aid of a language which speaks far more directly and strongly to their minds than any vocal language can do. Some of the most prominent graduates of the Institution are of this class, whose vocal speech, carefully improved while here, has been of essential service to them in their intercourse with society.*

On no point was the judgment of the Conference more emphatic, than upon that embodied in the last Resolution. A distinguished feature of the American system, is the use of what are termed natural signs, to teach the mute written language. It has become quite popular of late, to decry the sign language as barbarous, and unfit for use in refined society. In order to criticise a language intelligently, some practical knowledge, or use of

* Mr. William M. Chamberlain, of Marblehead, Mass., is an example of this class. Mr. C. lost his hearing entirely at the age of five years, and entered our school at twelve. He could use the simple language of childhood, and could read remarkably well, on the lips of those who addressed him with deliberation. When he came to us, however, he was gradually losing the power of distinct utterance, and had great difficulty in ascertaining the meaning of new words. He is now, probably, the best articulator and lip-reader in the country. Mr. C. is a man of fine abilities, an easy and graceful writer, and the editor of the "Deaf Mute's Friend." We quote his testimony on the point referred to.

"We cannot remember when more or less attention was not paid to articulation at Hartford, where we were educated, and we shall always be grateful for the instruction we there received in it. If a pupil could talk when he arrived at school, it was a rule to improve his articulation; but the teachers had no time to devote to teaching, or trying to teach, *mutes* to speak, and they did not view it as an essential or important thing."

Deaf Mute's Friend, April; pages 113, 114.

Thirtieth Report Amer. Asy.; pages 13, 14.

it, is generally supposed to be necessary. If the sign language is not an exception to this remark, most of the criticisms that have been made upon it, might be passed over without notice. It is fully able, however, to stand upon its own merits, and needs only to be understood, to have its beauty and power appreciated.

With respect to the allegation that it is rude and uncouth, it may be replied, that these are not the peculiarities of a language, but of the persons who use it, and the ideas that such persons express. Rude and uncultivated people will naturally use rude and uncouth expressions, while the refined and cultivated use those of a corresponding character. It is no disparagement to the purity and beauty of our English tongue, that uneducated people use slang phrases, or that the language in common use among them is rude, or even vulgar. The signs of deaf mutes before instruction, are few and rude, and they could not well be otherwise. The vocal speech of persons of a similar mental development, has the same characteristics. This decides nothing respecting the nature of the sign language itself. The true test of the value of a language, is its power to express elevated and refined ideas, and abstract truths, its definiteness and copiousness. In the hands of one practised in its use, the language of signs is a rapid, definite, graceful and most effective method of communicating ideas.

Addressed to the eye alone, and dealing only with the mental impression, without reference to the words or construction in which it would be clothed in another language, the sign language is capable of expressing definitely and precisely, every shade of thought that can occupy the mind. As it is used in our Institutions simply as an instrument to accomplish an end, no effort is made to carry it to its highest development. In some particulars it is unquestionably superior to vocal speech. In narrative, and in conversation on common topics, it is more rapid, and has far greater emotional power. Every one notices how universally it is used to supplement speech, which would often be unmeaning without such explanation. It is, to a great degree, self-interpreting. Indeed, if mankind were shut up to this mode of communication, there would be nothing lost in beauty, definiteness, scope or power.

The value of vocal speech is its adaptation to make impressions on the organ of hearing. The varied tones of the voice convey ideas and awaken emotions of pleasure, simply from their rela-

tion to this organ. While no organ can bring to us such intolerable annoyance as the ear, possibly, no other is the inlet of more exquisite pleasure. By providing the requisite organs and conditions, the Creator has plainly shown that he designs hearing persons to communicate by vocal speech. But where the hearing is lost, and vocal speech has not been acquired, or has been lost with it, it is by no means clear that He designs this method of communication to be continued. God has provided a language addressed to the eye. This is to the deaf mute a natural language, and the only natural language. Vocal language is unnatural to him. By his deafness he is insensible, *dead*, to sound, and is forever shut up to signs which appeal solely to the eye, for obtaining ideas. A word is understood, and associated in his mind, not at all by its sound, but simply by the impression it makes upon the eye. The assertion that the position of the lips which is requisite to produce vocal sounds, but which the mute recognizes only as signs, is more pleasant, natural, humanizing to him than pantomime, is simply a figment of the imagination. Considering the acknowledged fact, that the largest portion of deaf children are unable, by any effort they can make, to acquire this method, that no deaf person can learn it without great labor, and that even in many of the rare cases in which it has, with great labor, been acquired, its use has proved so tedious and unsatisfactory, that it has been abandoned, we can see the important place which signs must ever hold in the education of the deaf and dumb.

In the school-room, the value of natural signs is constantly manifested. If these are excluded, and it is of any importance that the instruction should be intelligible, it must be confined to a limited range, and embrace only such objects and facts as can be brought to meet the eye, or can be represented by pictures. Of course, the circle must be a narrow one, and soon gone over, while abstract truths cannot be presented at all. But to the teacher who is skilled in pantomime, the entire domain of nature, animate and inanimate, comes at his bidding. The habits of animals, the peculiarities of countries and people, and the events of history, can be almost instantaneously pictured to the eye as present realities. The closest processes of logical argument, the principles and nomenclature of science, and the speculations of fancy, and of the imagination, can be given with as much clearness and precision, as the subjects themselves will admit. Signs

appealing directly to the mind of the deaf mute, and being the natural expression of thought and feeling, have an immense advantage over vocal speech in the school-room.

Practical teachers of deaf mutes, with scarcely an exception, have recognized the usefulness of signs, in communicating facts, and in aiding their mental development, and from none has this testimony been more distinct and emphatic than from German teachers, who yet strongly advocate articulation, as giving the mute the best means of intercourse with hearing persons.

The instruction of the deaf and dumb has now been prosecuted for something more than a hundred years. It has been conducted, in the main, by men distinguished for brilliant talents, sound judgment, and practical skill, as well as for Christian charity. The published treatises on this subject, discussing methods of teaching, theories, and principles of the art, number several hundreds, in several different languages. Have the experience, the investigations, the patient labor of a hundred years settled any principles? Taught any lessons? Fixed upon any reliable results? These questions can have but one reply; a reply that can neither be evaded nor ignored. It is the conclusion so often reiterated in these discussions, as the substantial ground we have always occupied,—that, while semi-mute and semi-deaf children should be taught articulate speech, the great mass of congenital mutes can never acquire it, or be benefited by it.

On this subject, however, we feel disposed to call no man master. Our Institution has had the experience of fifty years. The most able men known in the profession have been engaged in its service. These men have studied this subject thoroughly, both in its theoretical and practical relations. Our conclusions and practice are the result of our own experience, which we are happy to have confirmed by our brethren elsewhere, engaged in the same work. We know whereof we affirm, and the reason and value of the processes we use. As evidence of the success of our methods, we point with pride to the labor of fifty years, and to the seventeen hundred deaf mutes who have enjoyed the benefit of our instructions. The excellence and adaptation of these methods, is stamped upon the character of two generations of deaf mutes, in lines that cannot be effaced, and “He who runs may read.”

It seems that the experiment of teaching congenital mutes by articulation, is to be again tried in this country. To this new

trial of an old experiment, we have nothing to object, though we have no occasion to embark in it ourselves. We fear two evils may result from the trial. One is, that many deaf children will be subjected to long and tedious processes, from which they will receive little or no benefit, and thus they will lose the opportunity for education ;—and the other, that in the hearts of many parents expectations will be excited that will be utterly disappointed. We regard it, however, as desirable that the trial should again be made. Old results have been so palpably ignored, and so many extravagant assertions have been made, of successes that have never been realized, that the best way to satisfy the public mind, is again to institute the practical test. While we wish the experiment the highest success, we confess to but a faint expectation that more satisfactory results will be reached than have been attained in the past. Let the education of deaf mutes by articulation, without signs, be faithfully and fairly tried, and let intelligent persons note carefully the degree of success, and its value. A distinguished citizen of Massachusetts remarked to us recently, “this question will not be decided by newspaper puffs and paragraphs, but by the careful judgment of intelligent men.” To this tribunal we have ever made our appeal.

The issue, and the only one in dispute is, whether congenital mutes can be taught to use and understand language, and to communicate with others, more intelligibly and satisfactorily by vocal speech, or by the use of natural signs. To the determination of this question, we invite the attention of intelligent men.

Commending the Institution to the care of a kind Providence, we shall strive to make it in the future, as in the past, a rich blessing to the interesting class for whose relief it was established.

COLLINS STONE, *Principal*.

AMERICAN ASYLUM, May 8, 1869.

REPORT

OF THE

AGENT OF THE BOARD.

AGENT'S REPORT.

To the Board of Education.

GENTLEMEN:—In presenting my third Annual Report as Agent of the Board, I shall speak briefly upon a few of the subjects which, in the discharge of the duties devolved upon me, have engaged my attention during the year.

It has not unfrequently been asserted, and to a limited extent the opinion seems to prevail, that “the former days were better than these,” and that no real, substantial progress in educational matters has been made. My opportunities of comparing the present with the past enable me to say most emphatically, that though our system of education is far from being perfect, still, throughout the State, generally, a very marked and gratifying progress has been made in this direction. It is unnecessary for me to present evidences of this progress, in detail. A careful comparison of the statistical returns made to this Board from all the towns in the State, and presented in its Annual Reports for the last few years, with similar returns in former years, should be sufficient to remove all doubt on this subject.

I will, however, direct attention to a single item, that in relation to “School-Houses,” as the condition of these is generally a true index of the schools in other respects, and “inquiring into their condition” forms a prominent part of the Agent’s duties.

In 1838, before any attention was particularly directed to the subject of school-house improvement, the entire valuation of the 3,000 school-houses, the number then reported, was \$550,000, giving an average of about \$200 for each.

The number of public school-houses in all the towns of the State, as reported in 1867–8, was 3,350, and the value of them, as estimated by the committees, was \$9,604,000, giving an average value of \$2,866 for each.

As most of the school-houses in our cities and large towns are much larger, and more expensive than those in other places, it may be well to be more explicit in regard to the average value of each. The following statement in regard to the *cities* in the State may be of interest in this connection :—

CITIES.	Number of School-house.	Value.	Average value.
Boston,	77	\$1,766,176 00	\$22,937 00
Chelsea,	13	161,900 00	14,453 00
Lawrence,	15	136,118 00	9,074 00
Lynn,	28	358,300 00	12,792 00
Newburyport,	20	65,800 00	3,290 00
Salem,	14	120,000 00	8,571 00
Cambridge,	19	350,000 00	18,421 00
Charlestown,	19	322,000 00	16,976 00
Lowell,	35	198,700 00	5,677 00
Worcester,	30	347,383 00	11,579 00
Springfield,	23	225,507 00	9,804 00
Roxbury,	25	250,000 00	10,000 00
New Bedford,	23	74,750 00	3,250 00
Taunton,	30	50,000 00	1,666 00
Totals, (14 cities,)	371	\$4,427,184 00	\$11,933 00

The estimated value of the 2,979 other school-houses in the State would be \$5,176,490, the average value of which would be \$1,737.

The amount expended in 1868-9, for *erecting* school-houses was \$1,037,388, (nearly twice the value of all the school-houses in 1838,) and for *repairing*, \$257,965. The aggregate value, therefore, of all the school-houses in the State is now nearly eleven million dollars (\$11,000,000.)

It would, of course, be very difficult to determine how much of the great improvement that has been made in the architecture, furniture, arrangements for heating, ventilating, lighting, &c., of the public school buildings of the State, is due to the earnest and persistent efforts of the Board and its officers, who have

labored so zealously to secure such gratifying results. Early in the history of the Board, the attention of the people was directed to this subject by Mr. Mann in the "Supplement" to his First Annual Report. Subsequently, on recommendation of the Board, a copy of Mr. Barnard's "School-House Architecture," was furnished to every town in the State, at the expense of the State. The publication also, in 1854, of a document containing a variety of plans and descriptions of school-houses adapted to the wants of the towns, generally, and its distribution through the State, was the means of awakening an interest in the subject, and the importance of providing better school accommodations has ever since, in a variety of ways, been urged upon the people of the Commonwealth. The seed thus sown is now producing most excellent fruit. The school-houses that have been built in so many of the cities and towns of the State the last few years, and that are now in process of construction, so far as I have personally inspected them, are admirably adapted to the purposes for which they were erected, and very many of them, in all the essentials of a school building, leave little or nothing more to be desired. It would be pleasant to give the names of many towns in different parts of the State which I have visited during the year, of whose school-houses, quite recently built, the citizens may justly be proud. Should the Board deem it expedient, a special report might be prepared giving a detailed description of the size, plan, mode of heating, ventilating and lighting, the cost, &c., of some of the best school-houses in the State, adapted to different grades of schools, as an aid to those needing information on such subjects. I am frequently requested by committees to visit their towns and advise them with reference to the erection of new, or the remodelling of old school buildings, and it is one of my most pleasant duties to render any assistance that may promote so desirable an object. There are still, however, very many school-houses which are a disgrace to the towns which tolerate them, and to the State. In confirmation of this statement, compare the description of school-houses in numerous towns as given by school committees in their annual reports, and presented in the "Abstracts" which follow this Report. I will refer to a few of them: see pp. 21, 52, 55, 92, 95, 100, 107, 123, 131, 143, 262. They are to be found mostly in those towns which have been content with the old District

System, but as that has been abolished by the legislature, we may expect from the union of districts already made in many towns, and from other local reasons, that these also will soon be reckoned among the "things that were." So may it be, also, with the poor teaching, and other evils intimately associated with them.

There are some towns, I am almost inclined to name them, which conform, perhaps to the letter, but certainly not to the spirit of the law in regard to their schools. They maintain "a sufficient number of them for six months of the year," they provide teachers, buildings, and fuel, raising for these purposes "such sums of money as they judge necessary." Often, not a dollar is appropriated for any other school purposes, and I have visited a few school houses in midwinter, in which broken panes of glass and the panels of the doors had for weeks been suffered to remain so, because in the absence of any appropriation for such purposes, the prudential committee was unwilling to incur the expense of repairing them. Many school-houses I have found exceedingly deficient in everything essential to the successful prosecution of many of the subjects required by the statutes to be taught. "No wall-maps, no globe, no books of reference except the dictionary provided, some years since, by the State, no clock, no thermometer," occurs very frequently in my record of visits made to the schools of quite a number of towns abundantly able to provide such indispensable articles for their use. Even in some of the "*High Schools*," I have found deficiencies of this kind. There are now in the State 175 High Schools, in 162 towns, in 35 of which they are not required by law to be maintained. I have visited 55 different schools of this grade during the year, and can bear witness to their great efficiency and utility. I believe that the education which one can obtain at most of these schools is, to say the least, fully equal to that which can be obtained at any of the academies, or private schools in the State. The majority of the towns in which they are maintained seem to appreciate them, and make ample provision for their support. High School buildings, pleasantly located, of ample size, furnished with all the modern improvements which a regard for comfort and health suggests, and with maps, globes, books of reference, philosophical and chemical apparatus, and other things of a similar character, are to be found in all the cities, and in many of the large towns of the State. I

regret that I cannot say this of all of them. In one town I found the High School occupying the Town Hall. The only desk in the room was a very good one which the teacher himself had made for his own use. The settees had to answer the threefold purpose of desks, chairs, and wardrobes for the pupils. In another town I found the High School in a room entirely destitute of everything pleasant and attractive. There were double desks of the most primitive style, and the blackboards were of a very inferior quality; a large, inconvenient, and unsightly table was the substitute for the teacher's desk; there was no provision for ventilation; there were no maps, globe, clock, nor thermometer even. As the room was frequently used for miscellaneous purposes, often by irresponsible parties, the teacher said that he found it impossible to have it kept in decent condition. Some explanation of the kind seemed necessary to account for the state in which I found it.

In still another town I found similar deficiencies in the High School, though the room itself was sufficiently good, and the furniture also. There were blackboards upon three sides of the room, but in such condition that I found it impossible to use either of them in some illustrations that I wished to put upon them. There were no other means of illustrating the subjects taught, except, as the teacher facetiously said, "an iron poker by the side of the stove." Some of the classes that I examined in the above schools appeared much better than could have been expected under the circumstances. Their knowledge, however, of such subjects as required the use of apparatus, and visible illustrations by experiments, to be thoroughly understood, was very vague, and they did little more than repeat the words which had been memorized. In a subsequent visit to one of these towns, I have learned that, as a result, perhaps, of remarks made by me in my previous visit, about \$100 have been since expended in procuring apparatus, and the committee assure me that this is but the beginning of what they intend to do. These three schools are all in the same county, in the center of the State, in rich agricultural and manufacturing towns. They are by no means the only ones in that county in which the benefits of a High School education are greatly diminished by the deficiencies of which I have spoken. In other counties, too, I have found several, of which the same things might be said, and I have spoken of these particularly only because they

are in that section of the State most recently visited by me. The committees in some towns seem to be ignorant of the wise provision of the statute authorizing *them*, "if *they* see fit,"—the action or consent of the town being entirely unnecessary,—to expend one-fourth of the sum paid to their towns from the State School Fund, "for the purchase of books of reference, maps and apparatus for the use of the public schools." This proportion of the income from the school fund, even if no additional sum should be appropriated by the towns for such special purposes, if judiciously expended in accordance with the expressed intention of the law, would be of very great benefit to the schools now so deficient in these things.

I will briefly allude to one other thing which also greatly impairs the efficiency of some of the High Schools visited by me. I have not unfrequently found from 40 to 60, and even more, pupils pursuing the study of Greek, Latin and French, and all the "*ologies* and *osophies*" usually embraced in a High School course of study, and but a single person employed to teach (?) them all. If any satisfactory results can be shown under such circumstances, it certainly is more than ought to be expected, and the teacher is worthy of the highest praise.

Two of the High Schools visited by me were under the entire management and instruction of lady teachers, and I cheerfully admit that I have found no better teaching nor government in any similar school under the sole management of a gentleman teacher. The law requires that such a school shall be "kept by a *master* of competent ability," and as some committees do not feel at liberty, for this reason, to employ a lady principal, however abundantly fitted for the position, may it not be judicious, as Mr. Boutwell recommended in the 24th Annual Report of the Secretary, for the legislature to consider the expediency of substituting *teacher* for *master*. By a recent decision in the Court of Exchequer, England, it was maintained that the generic term *man* included *woman* also, and perhaps the change above recommended may be unnecessary;—such, I am aware, is the opinion of some of the legal members of this Board—still, if made, it would entirely relieve some of the fear that their appointment of a lady as principal of the High School might be a violation of the statute.

I am far from believing in the expediency of employing female teachers indiscriminately in every grade of school, and through the entire period of school life. They undoubtedly have "greater tact and capacity for developing the affections and refining the taste of their pupils," and more aptness for teaching the young; but that, with rare exceptions, "they are less gifted with the powers to inspire children, especially of a riper age, with the highest motives and the loftiest aims for practical life, and that they have less knowledge of human nature and less practical knowledge of the world," cannot be denied. On the other hand, as has been well said, "the masculine character possesses more strongly marked elements of individuality than the feminine, and leaves a deeper and more permanent impression upon the plastic mind of a child, for good or for evil. It can do more to inspire a love for knowledge; more toward developing a broad and generous manhood." Still, not only motives of expediency and economy, and the comparative scarcity of suitably qualified male teachers, but also the peculiar qualifications, of which I have spoken above, justify the employment of female teachers in the great majority of our schools. Their number, as compared with that of male teachers, in the summer schools of 1868 was as 11 to 1, and in the winter schools of 1868-9 as 5.3 to 1. Of the whole number of different teachers employed during the year, as 6.4 to 1. Fifty-three towns, in eleven counties, employed none but female teachers, many of which formerly employed male teachers for the winter schools. I have visited many of these towns, and, as usual, most of their schools, and, with few exceptions, have found in them as good teaching and discipline, and as satisfactory results generally, as in other towns, similarly situated, taught in the winter only, and at greatly increased expense, by under-graduates from colleges, and other male teachers. Where the same female teacher, when suitably qualified, has been employed in the same school, both for the summer and winter, I have almost invariably found that the pupils make greater and more satisfactory progress than when a female teacher is employed for the summer and a male teacher for the winter schools.

As the result of much personal observation and inquiry in the 79 different towns that I have visited during the year, I believe

that the majority of the graduates from our State Normal Schools are realizing the reasonable expectations of the friends of these schools, and justifying the liberal annual appropriations by the State for the higher professional training therein secured. I am free to confess that I have, in a few instances, visited schools taught by actual graduates from a Normal School in which I could see no evidence of superiority over schools taught by those who had no other training for their work than that which they had acquired in some ordinary unprofessional school. I have, also, known graduates from our most distinguished schools of law, medicine and divinity, whose success in their profession was greatly inferior to that of some who could exhibit no professional diploma. Still, from my own experience as a practical teacher, and from ten years' constant, critical inspection of schools as Superintendent in two of the prominent cities of the State, and as Agent of the State Board, I do not hesitate to say that no profession comes so far short of its objects as that of the teacher, and that no other so imperatively demands such careful, thorough training. Our State Normal Schools, graduating for the last five years an average of only 143 each year, some of whom are allured by higher compensation to teach in other States, and others not teaching anywhere, or for a short period only, cannot meet the demand for properly qualified teachers in a State which employs from 6,000 to 8,000 teachers in its Public Schools. As a partial equivalent for the much more desirable training secured even by the limited course of two years' instruction, as heretofore, or the more extended one of four years, as proposed for the future, in these Normal Schools, classes have been formed in several High Schools for the special instruction of those intending to teach, and "Training Schools" have also been established, for a similar purpose, in several cities. Those in Boston, Woburn, Worcester and Springfield, I have visited with much satisfaction, and can testify to the great good they are accomplishing, at comparatively little expense, in training the daughters of their citizens for more successful service as teachers in their own schools. Similar Training Schools have been established in Fall River, Northampton and Cambridge, and it is to be hoped that other cities and large towns will soon follow the example thus set.

If it be true, as I think no careful observer will deny, that really good and superior teachers must, by special training and course of studies, be fitted for their work, then every expedient should be adopted to secure such for our highest grade of schools as well as for the lower grades. The great majority of those who engage in teaching in our State do not enjoy the advantages of Normal instruction, but enter at once upon this work as they graduate from our High Schools and Academies. These Institutions are taught principally by college graduates, who also, with rare exceptions, never received any special training to fit them for this great work; for not one of the Colleges in our State gives any special instruction in the art and science of teaching to students who propose to be teachers, although a very large percentage of their graduates engage in the work of teaching for a longer or shorter period. It has been well said that "the great deficiency in college graduates is ignorance of the methods of instruction now adopted in our better schools, and ignorance of school discipline and management. The work these graduates are called upon to perform is entirely different from that of the professors who have made the last, and perhaps strongest, impression upon them, and whose methods they are unconsciously inclined to imitate. This college work is far from fitting students for academic teaching. Often it unfits them, by substituting the more recent impressions of college class work for those of the preparatory school from which they came. College graduates are superior in culture and general knowledge, but deficient in *technical* skill. Unless our Colleges do something towards preparing teachers, a large part of the work of academic teachers must go into the hands of females."

Massachusetts has pursued a very liberal policy in appropriating large sums from her treasury for the benefit of her Colleges and some other prominent educational institutions. Would it be too much to require of them, in return, to make provision for the special and professional training of those who are to be principals of our High Schools and Academies and superintendents of Public Schools? Or, if need be, would it not be wise economy for the State annually to appropriate a sum sufficient for the support of a Professorship of Instruction at one or two, if not at each, of our Colleges, for the special benefit of those who intend to devote themselves to teaching?

As the expediency of establishing "Teachers' Classes" in "the larger Academies and High Schools which are scattered through the State," has been strongly urged by His Excellency, the chairman of your Board, in both his annual messages, and also by the Secretary in his last two reports, and is also recommended in your own annual report for the present year, I will only say that I am fully persuaded that these suggestions, if carried out, would greatly promote the educational interests of the State. In the Report of the Regents of the University of the State of New York for 1868, it appears that there were, 1,445 pupils, 406 males and 1,039 females, instructed during 1866-7, free of charge, for four months, in the Teachers' Classes in 84 Academies, selected for that purpose by the Regents, at an expense to the State of \$10 each, about one-half of whom were known to have been subsequently engaged in teaching. In their previous report they say:—"It is due to most of these academies to say, that they have faithfully performed what the law and the ordinances of the Regents have required of them, and that the results of the instruction given have been apparent in the improved character of the teachers of common schools."

I have dwelt thus long upon this subject, as I am deeply impressed with the great importance of doing all that can be done to render our system of Public School instruction productive of the greatest possible good, and that this result cannot be secured without a still greater improvement in the teachers themselves. In my visitation of the schools throughout the State, while I find many teachers competent to fill with ability and distinction any chair of instruction, even in our best colleges, and a large proportion of the teachers rendering most excellent and satisfactory service, still it cannot be denied that there are many of whom this cannot be said. Some of these, though veterans in the service, have not kept up with the spirit and progress of the age, ignore all educational publications, keep aloof from all educational meetings, and scout the idea of improvement in methods of teaching and discipline. Said a representative of this class to me, a short time since, "What's the benefit of all your teachers' conventions, periodicals, institutes, and all that sort of thing? I haven't got a single new idea from any of them for more than twenty years." Those who know him best, think he hasn't from any other source, and this is equally true of this class

generally. They resemble the man living at the foot of Mount Holyoke, who expressed his surprise that any one could experience pleasure and benefit from frequently visiting its summit to note the improvements made in the beautiful country surrounding it, and to catch fresh inspiration from the varied prospect that is there presented, saying, "I did that thing twenty years ago, and once is enough for me." Others there are, however, and there are many such, who exhibit no lack of interest, energy, and fidelity, yet fail to realize the best results because they have attempted a work for which they have had no special training. Hence the necessity of making such provision, by "Normal Schools," "Institutes," "Training Schools," "Teachers' Classes," and in every feasible way, as will meet the wants of the very large number who are looking forward to this employment. Some, indeed, pursue it for a short time only, but if properly trained for their work, the greater good they can accomplish even in that short time is a very important consideration. To others it is to be a life-work, as in the case of a lady whom I recently found teaching the grandchildren of many who were among her earliest pupils, and who now, still in active service, has completed a half century of uninterrupted labor in the school-room, and was among the most earnest and interested teachers in attendance upon one of our late institutes.

The importance of a more efficient supervision of schools is more strongly impressed upon me by my knowledge of the practical working of our school system. The requirement of the statute for "a careful examination of the schools by the school committee, or some one or more of them," near the beginning and close of the school, and "also for the same purposes to visit all the schools, once a month" without giving previous notice of their visits, is well intended, and if faithfully carried out,—as I know that it is in numerous towns,—would be productive of great benefit. This duty, however, is very often neglected, or indifferently performed. School reports frequently contain an acknowledgment that the committee have been unable to give to this duty the time and attention that its importance demands. School registers, in which all official visits are recorded, show the same neglect. The testimony of numerous teachers confirms the fact. Let me quote from my Note Book one of many similar statements made to me in relation to this subject:—"Mr. —, chairman of the school com-

mittee, and having the special oversight of my school, visited it only once the whole of last term, and then just at the opening of the school; did not stop to hear a single lesson. This term, now in the eleventh week of it, he has been in twice, stopping four or five minutes only each time. No other member of the committee has visited it either term." In another town a member of the school committee kindly offered to accompany me in visiting the schools under his special care, to introduce me to the teachers. We first visited a school near his residence, and which he passed several times a day. It was the sixth week of the term, and this was his first visit. On leaving I was greatly surprised by the inquiry put to me, "And who is the gentleman with you?" and I actually had to return the compliment by introducing him to the teacher.

The neglect of this important duty of a frequent visitation and proper supervision of schools is often unavoidable. Many gentlemen, elected to the School Board, are so constantly occupied with professional and other pressing duties that they are unable to attend to this duty. In some towns of extensive area, with schools widely remote from each other, the small compensation which the law allows for such services is sometimes insufficient to pay even for the expense of a horse and carriage to visit them. There are other reasons, perhaps sufficiently obvious, why this duty, even when faithfully attempted, is often very imperfectly discharged, and with little real benefit.

What then, shall be done to meet this great want of our schools? It is thought by some that the system of county superintendency, which is said to have proved very efficient in several States, might prove equally so in our own. This system seems to me theoretically very excellent and desirable, and if several practical difficulties connected with it can be successfully met, perhaps the results anticipated may be realized. The practice which now prevails in many towns of the School Committee selecting one of their own number, who with the necessary qualifications has the time to devote to a frequent visitation of the schools, and allowing him to receive whatever amount they as a body would be entitled to—he doing all the executive work, and they acting only as an advisory Board—is generally attended with very good results. Might not, also, two or three towns, favorably situated for this purpose, no one of which has schools sufficiently numerous to

occupy the whole time of a superintendent, unite in securing the services of a thoroughly competent person who should divide his time among the schools in these towns, and receive a proportionate part of his salary from each? But how to meet most satisfactorily this great want of our schools is a difficult and perplexing problem, and worthy of the most thoughtful consideration.

It has been gratifying to me to notice in many towns the increased interest manifested in relation to the Public Schools, as shown by the more frequent visits to them of parents and others, not only on public occasions, but during the regular sessions, when their presence was not expected. The influence of this is highly beneficial, and is an important auxiliary to the official visits of the Committee and Superintendent. In the Register of a single Grammar School in a country town I found 106 visits recorded, as having been made during the year, mostly by parents, besides 29 by the Committee. This school was taught by three Normal graduates, whose services were highly appreciated. The District System was abolished in this town two years since; new and good school-houses have been erected wherever needed; the schools have been graded so far as they can be; and a lively interest in school matters is exhibited throughout the whole town. I spent two days in visiting their schools, and found them greatly prospering under the new order of things. And here I will say, as I shall not again in this Report refer to the subject, that I have not visited any town which has voluntarily abandoned the District System and has had time to test the benefits resulting from the change, in which I have not found the more intelligent portion of the citizens, and those most interested in the welfare of the schools, greatly gratified at the beneficial results, and regretting that the change had not been made sooner. The attendance at the public examinations, as well as at the more attractive exhibitions, of the Public Schools of every grade is often limited only by the limited accommodations of the school-rooms. I have frequently been invited to attend such examinations in different parts of the State, and always do so when other duties will permit, as they afford an excellent opportunity to speak upon subjects suggested by the occasion, which may tend to awaken a still deeper interest in the schools.

In some towns "Teachers' meetings" are held at regular intervals, usually once a month, and a half day is allowed by the

Committee for this purpose, so that no teacher can have any excuse for not attending them. These are usually attended by the members of the Committee also, who, when there is no superintendent, give direction to the exercises. In several instances I have been invited to meet them on these occasions, and have sometimes there met also the teachers and Committee of one or two of the neighboring towns who had been invited to unite with them in the exercises of the day. The advantages of stated meetings of Committees and teachers are so great, that it seems strange they should not be more generally appreciated. In very many towns, the teachers know each other only by name,—sometimes even when teaching annual schools. If such meetings were held merely for the social influences connected with them, this would be sufficient to render them desirable, but the direct benefit that would result to the schools, if they were judiciously conducted, should be the prominent object in holding them.

As one of the State Constables has, for the last two years, been specially appointed to enforce the laws regulating the employment of children in manufacturing and mechanical establishments, my attention has not been much given to this subject. I have, however, visited the "Factory School" in Fall River, which was established early in 1868 for the education of the children between ten and fifteen years of age employed in the mills, and was most favorably impressed with the practical working of the system there adopted, and its admirable results. The "Half Time School" established at Indian Orchard by the Springfield School Committee, is also an interesting, and thus far very successful effort to secure the advantages of instruction to a similar class of children. I most cordially commend them both to the examination and imitation of the Committees of other manufacturing towns who are seeking to solve the problem, so important yet perplexing, how to meet the requirements of the Statute relating to this class of children in the best possible way with reference to all parties interested. The prominent features of the "Factory School" are presented on pages 37 and 38 of the "Abstracts" in this volume, and of the "Half Time School" on pages 113 and 116.

To the members of School Committees, the teachers, and other friends of education, I would render very cordial thanks for the uniformly kind manner in which my visits have been received, and for the aid rendered me in arrangements for my public lec-

tures, and in the discharge of other official duties in their several towns. In behalf of the teachers in attendance upon our Institutes, I would also express grateful appreciation of the hospitality so generally and generously extended by the citizens of the towns in which the Institutes were held. And also to the different railroad companies who, as usual, have made the desired reduction of fare by which the attendance at the Institutes is so largely increased. In no instance has my request for such indulgence been refused, during the three years of my agency.

ABNER J. PHIPPS.

BOSTON, January, 1870.

THIRTY-THIRD ANNUAL REPORT

OF THE

SECRETARY OF THE BOARD.

SECRETARY'S REPORT.

Gentlemen of the Board of Education :

I beg leave to submit herewith the Thirty-Third Annual Report of the Secretary. In accordance with my usual method, I first invite your attention to the following

SUMMARY OF STATISTICS FOR 1868-9.

Number of cities and towns,	335
Number of Public Schools,	4,959
Increase for the year,	22
Number of persons in the State between five and fifteen years of age, May 1, 1868,	269,987
Increase for the year,	3,242
Number of scholars of all ages in all the Public Schools in summer,	240,846
Decrease for the year,	1,914
Number of scholars of all ages in all the Public Schools in winter,	247,381
Increase for the year,	3,956
Average attendance in all the Public Schools in summer,	192,029
Decrease for the year,	3,187
Average attendance in all the Public Schools in winter,	200,962
Increase for the year,	1,734
Ratio of the mean average attendance for the year to the whole number of persons between five and fifteen, expressed in decimals, . . . . .	.73
Number of children under five attending Public Schools,	3,169
Decrease for the year,	281
Number of persons over fifteen attending Public Schools,	23,135
Decrease for the year,	212
Number of teachers in summer; males, 497; females, 5,540; total,	6,037
Increase of males, 45; females, 95; total increase, 140	
Number of teachers in winter; males, 959; females, 5,081; total,	6,040
Increase of males, 54; females, 13; total increase, 67	
Number of different persons employed as teachers in Public Schools during the year; males, 1,085; females, 6,937; total,	8,022

Increase of males, 96 ; increase of females, 74 ; total increase,	170
Average length of Public Schools,	eight months four days.
Increase for the year,	one day.
Average wages of male teachers (including High School teachers) per month,	\$72 04
Decrease for the year,	89 cents.
Average wages of female teachers per month,	\$28 81
Increase for the year,	97 cents.
Amount raised by taxes for the support of Public Schools, including only wages, board, fuel, care of fires and school-rooms, .	\$2,923,708 70
Increase for the year,	\$287,934 64
Income of surplus revenue and similar funds appropriated for Public Schools, and reckoned the same as tax,	\$4,344 72
Voluntary contributions to maintain or prolong Public Schools, or to purchase apparatus, &c.,	\$28,693 12
The amount of local school funds, the income of which can be appropriated only for the support of schools and academies, .	\$1,117,458 13
Income of the local school funds appropriated for schools and academies,	\$74,976 50
Income of the State school fund, payable January 25, in each year. Amount received by the cities and towns in aid of Public Schools for the school-year 1868-9,	\$70,637 62
Amount paid for superintendence of schools and printing of school reports,	\$96,502 28
Increase for the year,	\$8,005 32
Aggregate returned as expended on Public Schools alone, exclusive of expense of repairing and erecting school-houses, and of school-books,	\$3,123,886 44
Increase for the year,	\$273,181 92
Sum raised by taxes, (including income of surplus revenue, and of funds held on similar conditions=\$1,344.72,) exclusive of taxes for school edifices, for the education in the Public Schools of each child in the State between five and fifteen years of age—per child,	\$10 84.5
Increase for the year,	\$0.94.7
Percentage of the valuation of 1865, appropriated for Public Schools, (two mills and ninety hundredths,)	\$0.002-90
Increase for the year,	\$0.000-28
All the towns in the State have raised the amount (\$3 for each person between five and fifteen) required by law, as a condition of receiving a share of the income of the State school fund, with the exception of the two following, viz., Clarksburg and Lanesborough.	
Number of towns that have raised the sum of \$3 or more for each person between five and fifteen,	333
Increase for the year,	1

Number of High Schools not required by law,	35
Number of High Schools in towns required by law to maintain them,	140
Number of incorporated Academies returned,	45
Average number of scholars,	2,989
Decrease for the year,	183
Amount paid for tuition,	\$110,837 91
Decrease for the year,	\$13,429 36
Number of Private Schools and unincorporated Academies returned,	481
Decrease for the year,	69
Estimated average attendance,	13,338
Decrease for the year,	619
Estimated amount of tuition paid,	\$482,168 05
Decrease for the year,	\$72,257 15
Amount paid in 1868 for erecting school-houses,	\$1,037,338 56
Amount paid for repairing school-houses,	\$257,975 62
Total for erecting and repairing school-houses,	\$1,295,314 18

The increase for ten years in the number of persons between the ages of five and fifteen years has been 49,508, or a little more than 22 per cent,—an average of 2.2 per cent. yearly.

The increase for the same period in the amount raised by taxes alone for the support of schools has been \$1,533,326.36, or 1.10 per cent., and an average annual increase of 11 per cent.

The increase in the average wages of male teachers has been 47 per cent.; and of female teachers, 46 per cent.

The amount raised for the education of each child in 1858 was \$6.34; in 1868, it was \$10.84.

When we call to mind the sacrifices which our people have been called upon to make during these eventful years, and the enormous taxation, direct and indirect, to which they are now subjected, the comparison of the two records need cause no Massachusetts man to blush.

MASSACHUSETTS SCHOOL FUND.

The amount of the fund, January 1, 1869, was	\$2,188,890 92
Received during the year,—	
For town forfeitures,	\$4,782 31
For unexpended appropriations,	718 10
For unexpended moiety income,	9,012 44
	<hr/>
	14,512 85
	<hr/>
Total, January 1, 1870,	\$2,203,403 77

Income for 1869,	\$156,265 43
Moiety for cities and towns,	78,132 72
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For general educational purposes, . .	\$78,132 71

AGENT.

Mr. Phipps, the Agent of the Board, has been constantly and effectively engaged during the year in his accustomed labors, for which his thorough scholarship, his long experience as a teacher and as a city superintendent of schools, and his habits of accurate and methodical observation and investigation render him admirably adapted. Besides giving most valuable assistance in organizing and conducting Teachers' Institutes, attending upon the meetings of the county and State associations of teachers and other educational conventions, he has visited eighty cities and towns of the Commonwealth, made a careful inspection of their schools, school-houses and furniture, held conferences with the teachers and committees, and addressed the citizens in evening assemblages.

It gives me sincere pleasure to be able to state, that in these visits Mr. Phipps has always been most cordially received, and that his efforts have been highly appreciated and productive of great good.

I invite especial attention to his report, herewith printed, which embodies interesting statements of what he has observed in his visitations, and most valuable reflections and suggestions with reference to the improvement of our school system.

NORMAL SCHOOLS.

These schools have experienced more than usual success during the past year. The number of different pupils in attendance was as follows:—

At Framingham,	146
Bridgewater,	162
Westfield,	172
Salem,	216
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Total,	696

Every county in the Commonwealth was represented, in the following manner:—

Middlesex sent	123	pupils to 3 schools.
Essex sent	107	" to 4 "
Worcester sent	71	" to 4 "
Plymouth sent	51	" to 2 "
Hampden sent	46	" to 1 "
Hampshire sent	28	" to 1 "
Suffolk sent	28	" to 3 "
Norfolk sent	26	" to 3 "
Berkshire sent	23	" to 1 "
Franklin sent	22	" to 2 "
Bristol sent	21	" to 3 "
Barnstable sent	20	" to 2 "
Nantucket sent	6	" to 2 "
Dukes sent	4	" to 1 "

The number who graduated in 1869 is—

At Framingham,	36
Bridgewater,	35
Westfield,	50
Salem,	43
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Whole number,	164

These graduates, with very few exceptions, are now teaching. Every one of the fifty graduating at Westfield is successfully engaged in the Commonwealth.

The number of admissions to these schools at the beginning of the term for 1869-70, was greater than ever before, as follows :—

At Framingham,	45
Bridgewater,	43
Westfield,	51
Salem,	66
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Total,	205

The school-houses were originally arranged to furnish accommodations for 120 pupils in each, or 480 in the whole. The present number, as the above statement shows, is considerably greater, and, it is believed, the number will soon reach an average of 200 in each school, or 800 in all.

In two of the schools, the necessary preparations have been made for this anticipated increase.

The Westfield school building has been enlarged by the addition of a story. Convenient recitation and lecture rooms, and a large and beautiful school-room have been added, thus furnishing sufficient accommodations for all who may resort there for many years to come.

At Framingham a fine addition has been made to the school building, containing a room for a model class, also several much-needed recitation rooms in the first and second stories, the last being so constructed with folding doors as to be easily made a part of the main school building whenever it may be needed.

But more important than these improvements, valuable as they will be, are the erection and equipment of commodious boarding-houses for the schools at Framingham and Bridgewater. The one at Bridgewater, which furnishes pleasant rooms for sixty pupils, was ready for occupation on the 25th of November last; that at Framingham will accommodate between forty and fifty pupils as boarders, and be ready for occupancy at the opening of the spring term. These buildings have been erected and completely furnished at a cost of about \$26,500 each, or \$53,000, which sum the Board, by the permission of the legislature, has borrowed from the commissioners of the School Fund, with an agreement to pay six per cent. interest therefor.

For a description in detail of the foregoing improvements, reference is invited to the reports of the Visitors of the respective schools.

The next step to be taken in the process of improvement is the enlargement and remodelling of the school building at Salem. And this should be taken at once. Already the school has outgrown the capacity of the building. Every available foot of space in the school-room is occupied with seats and desks, and still the sittings are not sufficient for the pupils. With a single exception, not a recitation room is large enough to accommodate the classes. The numbers who resort to the school are steadily increasing. Situated in the midst of a dense population, with numerous railroads converging there, so that pupils from nearly every part of Essex, from Suffolk, and large portions of Eastern Middlesex counties can easily attend the school and reside at their homes,

there would seem no limit to the number of pupils in the future for whom further accommodations must be provided.

An excellent plan for the reconstruction and enlargement of the building has been prepared by a competent architect, with reliable estimates of the cost, placing the whole sum within \$25,000. The simple and sole question is, Shall the work be done, or shall the Board be forced to close the doors against all further increase of the number attending the school?

I most heartily unite in the earnest request of the accomplished Principal and the Visitors, that the Board be furnished with the means of making this much-needed improvement during the current year.

The original cost of the building in 1853-4, was \$18,500, of which sum the State paid but \$6,000, the remainder being contributed by the city and citizens of Salem, with \$2,000 paid by the Eastern Railroad Company. In 1860, \$2,000 were expended in finishing rooms in the attic. No permanent improvements have been made since, so that the whole cost of the building as it now stands is, *to the State*, but \$8,000. Add \$25,000 for the proposed enlargement, and we have a building suited to the purposes of this important and popular school for many years to come, for less than \$34,000,—one which could not be replaced on other grounds for \$75,000.

Here I may record as a curious fact, the entire outlay *by the State*, for building and repairing its four Normal School buildings, from 1839 to the present time, including the sum now asked for, will not equal the cost of a single Grammar School building in Boston.

TEACHERS' INSTITUTES.

During the year, Teachers' Institutes have been held as follows:—

At Provincetown, October	4—5	days ;	number registered,	71
Haverhill, “	11—5	“ “ “	“	107
Holmes' Hole, “	26—4	“ “ “	“	62
Northampton, November	1—5	“ “ “	“	190
Hinsdale, “	8—5	“ “ “	“	78
North Adams, “	22—5	“ “ “	“	91

Whole number of teachers registered, . . . 599

It has been customary, in former years, to hold some of the Institutes in the spring, and the remainder in the fall; but for several reasons it was deemed desirable, as an experiment, to hold them all for the last year in the latter season. It may be best to pursue this course in the future, unless some other modifications of the system should be adopted. In arranging for the Institutes, regard has been had to as equal a distribution of them among the several counties of the State as was practicable, and it will be noticed that the above six Institutes were held in five different counties. They were all held the usual length of time, five days, with the exception of the one at Holmes' Hole, which, for local reasons, was one day less.

The average attendance at each of these Institutes was one hundred, which is less than in previous years. There are several reasons to account for this. Many towns continue their schools for a longer time than heretofore, and the school terms are so arranged that many teachers, being employed at the time when the Institute is held within their county, are unable to attend, who, if unemployed, would do so. The higher wages now generally paid to teachers render the school committees in some towns more averse to allowing the teachers to close their schools for a week to attend an Institute, unless they make up for the week so spent, or consent to a corresponding deduction of wages. In some towns whose schools are kept just long enough to meet the minimum requirement of the statute, the committee will not permit the schools to be closed for a week that the teachers may attend an Institute, unless on the same condition as above, believing that they would thus render their towns liable to a forfeiture of the State appropriation, as they could not conscientiously include that week in their report of the length of time the schools have been kept. To meet such difficulties, so unfavorably affecting the attendance upon our State Institutes, I would renew the recommendation which I suggested in my last report, that an Act be passed, which shall provide that the school committee of any town may, in their discretion, authorize and require the teachers under their charge to attend any Teachers' Institute which may be held under the sanction of the Board of Education in such town, or in any adjacent town, and that, in case of such attendance, the time so spent shall not be deducted from the term of service; and shall also be counted, in the returns made

to the Board, as actual school time; and further, that all legal holidays be reckoned in like manner.

The mode of conducting these Institutes, and their beneficial results, have so often been presented in previous reports, that it seems unnecessary to touch upon them now.

The regular instructors at all the Institutes were, Messrs. Walton in Arithmetic, Niles in Geography, Treat in Elocution, and the Agent, Mr. Phipps, in Language. Messrs. Hagar and Boyden gave teaching exercises at two of the Institutes, and Mr. Dickinson at three, the first in Arithmetic, and the last two in Grammar. Mr. Monroe gave two exercises in Vocal Culture at three Institutes; Mr. Bartholomew one at Haverhill and two at Hinsdale, in Drawing; Mr. Mason two in teaching Singing in Primary Schools, at four Institutes; Mr. Holt one in teaching Singing in Grammar Schools, at Haverhill; and Mr. Webster two at the same place in Writing. The last five gentlemen are connected with the Boston schools. Mr. Smith gave exercises in Writing at three Institutes. Two exercises were also given by the Secretary at three Institutes. At Haverhill, Mr. Colby, with a select number of High and Grammar School pupils who had been under his instruction, occupied an hour with a very pleasant exercise in Singing, for which I would express my acknowledgments to him. Lectures were given at all of the Institutes by Mr. Niles; at four of them by the Agent, and by the Secretary; at three by Mr. Monroe; and at two by Messrs. Sharp and Hagar.

Besides the members of the Institute, whose names were registered, there was frequently a large attendance of the citizens at the teaching exercises during the day, and the attendance at the evening lectures was uniformly large—sometimes limited only by the capacity of the hall in which they were delivered. The hospitalities of the citizens in the several towns in which the Institutes were held were, as usual, kindly extended to those in attendance, and the committees generally took an active interest in promoting the objects for which they were held.

LEGISLATION RELATING TO THE PUBLIC SCHOOLS IN 1869.

[Chap. 26.]

AN ACT to amend Section thirty-eight of Chapter thirty-eight of the General Statutes, authorizing Towns to take land for School-House Lots.

Be it enacted, &c., as follows:

The thirty-eighth chapter of the General Statutes is hereby amended by striking out the word "highways" in the thirty-eighth

section, and substituting therefor the word townways. [*Approved February 15, 1869.*]

This amendment needs little explanation. By virtue of it the process of taking private property for school purposes is made more simple and less expensive, while the right of the owner, if dissatisfied, to appeal to a jury, is retained.

[Chap. 132.]

AN ACT relating to the Conveying of Children to and from the Public Schools.
Be it enacted, &c., as follows:

SECT. 1. Any town in this Commonwealth may raise by taxation or otherwise, and appropriate money to be expended by the school committee in their discretion, in providing for the conveyance of pupils to and from the public schools.

SECT. 2. This act shall take effect upon its passage. [*Approved April 1, 1869.*]

This Act was introduced into the legislature through the efforts of a practical man from one of our rural towns of large territory and sparse population, where the constant problem is, how to bring equal school privileges to all without imposing undue taxation.

In too many cases the towns seem to have forgotten that the most important element in the solution of the problem has been the *character of the school*, and have bent their efforts to making them accessible to all. This has led to such an unwise multiplication of them, as not only to shorten the time of their continuance, but greatly to diminish their efficiency, while at the same time the expense of maintaining them has been largely enhanced.

The Act recognizes the fact that it is a far better policy for the town to spend a few dollars in conveying in severe and stormy weather and through drifts of snow, children who have no means of conveyance to a well appointed and good school, rather than to waste hundreds in planting small and feeble schools at their doors.

I have little doubt that the future history of not a few of them will amply justify the wisdom of the grant.

It is to be remembered that the law is not compulsory. It simply gives the power to the towns, whose citizens are amply

qualified to judge as to the propriety of exercising it. Certainly there is little danger of its abuse.

The following paragraph of a business letter to this office, written by the chairman of the school committee of an important town in *Worcester County*, shows what has already been accomplished by the aid of this Act and of the Act to abolish the school district system, and is a sufficient reply to the sneering criticism to which it has been exposed in high quarters :—

“ We have been consolidating and grading since spring. Instead of eleven schools of the old *six months'* grade, we have now five primary and two grammar, and shall be able to keep at least eight months this year, with no addition to the appropriation, though we pay better wages, and transport the children in two districts, at an expense of ten dollars per week.”

[Chap. 168.]

AN ACT concerning the Distribution of the Income of the School Fund.

Be it enacted, &c., as follows :

SECT. 1. In the distribution of the moiety of the income of the school fund, for the support of the public schools of the state, every city and town complying with all laws in force relating to the distribution of the same, shall annually receive one hundred dollars; and the residue of said moiety shall annually be apportioned among the several cities and towns, in proportion to the number of children in each between the ages of five and fifteen years.

SECT. 2. The first section of chapter two hundred and eight of the acts of the year one thousand eight hundred and sixty-six is hereby repealed.

SECT. 3. This act shall take effect upon its passage. [*Approved April 16, 1869.*]

The section repealed by the foregoing Act provided for the payment to each city and town, of seventy-five dollars, in the annual distribution of the school fund, and this payment after 1869, was restricted to those towns in which the district system had been abolished by town action. The legislature, having by its own direct action abolished the districts, in a wise and generous consideration of the circumstances of a large number of towns with a large and sparsely settled territory, increased the amount to be paid to each to one hundred dollars, and repealed the condition of payment, as being no longer applicable to any.

The effect of this method of distribution will be seen from the following statement :—

The amount of income to be distributed in Jan., 1870, is	\$78,132 71
Amount to be paid under this Act to 335 cities and towns, is	33,500 00
Amount remaining for <i>pro rata</i> distribution,	<u>\$44,632 71</u>

Towns having one hundred persons between the ages of five and fifteen will gain	\$87 61
Towns having two hundred will gain	75 22
having three hundred will gain	62 83
having four hundred will gain	40 44
having five hundred will gain	38 05
having six hundred will gain	25 66
having seven hundred will gain	13 27
having eight hundred will gain	88
having nine hundred will lose,	11 51
having one thousand will lose,	13 70
having two thousand will lose	147 80
having three thousand will lose	271 70
having four thousand will lose	395 60
having five thousand will lose	519 50
having six thousand will lose	643 40
having seven thousand will lose,	767 30

Number of towns having less than one hundred school population,	17
Number less than two hundred,	74
less than three hundred,	141
less than four hundred,	216
less than eight hundred,	270
more than eight hundred,	65

It thus appears that 270 towns gain and 65 lose by this method of distribution, as 800 is nearly the line of division between gain and loss.

Gosnold, the smallest town in the State, with 19 scholars, instead of \$5.49—the amount to which she would be entitled under the *pro rata* rule—receives \$103.14 ; a gain of \$97.65.

Monroe, with 32 scholars, instead of \$9.25, receives \$105.29 ; a gain of \$96.04.

New Ashford, with 41 scholars, instead of \$11.86, receives \$106.78 ; a gain of \$94.92.

Boston, with 43,109 scholars, instead of \$12,471.43, receives under the new method, \$7,230.22 ; a loss of \$5,239.21.

Surely, this generous act of relinquishment by the cities and large towns should not fail to be received in a similar spirit by the towns benefited, and stimulate them to earnest endeavor to improve the character and condition of their schools by the adoption, so far as practicable, of the improved organization of the schools and methods of teaching, which have produced such gratifying results in the larger towns.

[Chap. 305.]

AN ACT to amend Section seven of Chapter thirty-eight of the General Statutes, relating to Evening Schools.

Be it enacted, &c., as follows:

Section seven of chapter thirty-eight of the General Statutes is hereby amended by striking out the word "fifteen," before the word "years," and inserting in place thereof the word "twelve." [*Approved May 26, 1869.*]

The section hereby amended relates to the establishment and support of Evening Schools for persons not less than fifteen years of age. This limit was adopted in order to prevent the withdrawal of children from the regular Day Schools. But experience has shown that there is found, in the larger towns and cities especially, a considerable number of young children extremely poor, whose daily earnings are absolutely necessary to keep the family from starvation or the almshouse. That these may not be deprived of all educational privileges, the amendment fixes the limit of age at which they may attend the Evening School at twelve years.

I have occupied so much space in previous reports in presenting the claims of these schools, that a further discussion is not now demanded. It gives me great pleasure to learn that they are constantly advancing in the public regard. Their number is steadily increasing, and their character and efficiency improving. Already, in some of them, provision is made for instruction in the branches taught in the High Schools.

[Chap. 333.]

AN ACT to amend Chapter two hundred of the Acts of the year eighteen hundred and sixty-eight, concerning the Education of Deaf Mutes.

Be it enacted, &c., as follows:

Section one of chapter two hundred of the acts of the year eighteen hundred and sixty-eight, is hereby amended by inserting after the word "Northampton," the words—"or any other school for deaf mutes in the Commonwealth." [*Approved May 28, 1869.*]

This Act was passed in anticipation of the action of the school committee of Boston, in opening a free school for the instruction of deaf mutes residing in the city. The school has been opened in convenient apartments at No. 13 Pemberton Square, with three teachers and thirty pupils. Non-resident pupils will be received on the payment of tuition. No provision is made for boarding them.

By virtue of the foregoing Act, pupils may be sent to this school at the charge of the Commonwealth, in like manner as they are now sent to the American Asylum at Hartford, or to the Clarke Institution at Northampton. The sum to be paid for the tuition of those who reside in Boston will be \$100 per annum; for others, \$125.

The report of the trustees of the Clarke Institution for 1869, embracing a catalogue of the pupils, financial statement, and a report of Miss Rogers, the principal, will be printed in connection with the Report of the Board.

Following this may be found a catalogue of the pupils at the American Asylum at Hartford, January 1, 1870, who are supported by the Commonwealth, accompanied with interesting extracts from the last annual report of Rev. Collins Stone, the principal of the Institution.

The price paid for the board and tuition of a pupil supported by the State at the Clarke Institution is \$250 per annum.

The amount paid from the treasury in 1869 on this account was \$5,875.*

The cost of board and tuition for a pupil at the American Asylum is \$175 per annum; and the whole amount paid from the treasury on account of State pupils in 1869 was \$18,582.07.

* This sum differs from that given in the financial statement of the treasurer of the corporation, but an examination of the books of the State treasurer, and of the warrants in his hands, shows that it is correctly stated here.

[Chap. 110.]

AN ACT to abolish the School District System.

Be it enacted, &c., as follows:

SECT. 1. The school district system in this Commonwealth is hereby abolished.

SECT. 2. Each town in which the district system now exists shall forthwith take possession of all the school-houses, land, apparatus and other property, owned and used by the several school districts therein, which said districts might lawfully convey, and shall appraise the same, levy a tax therefor and remit said tax in the manner provided by section third, chapter thirty-nine of the General Statutes: *provided*, that the appraisal of the school property in any district or the amount to be remitted, shall not exceed the sum that has been actually raised by taxation in such district for such property; and *provided, further*, that any money or property, held in trust by virtue of any gift, devise or bequest, for the benefit of any school district now existing, shall hereafter continue to be held and used in the same manner, and for the same purpose, according to the terms thereof.

SECT. 3. The corporate powers and liabilities of any school district abolished by this act, shall continue and remain for the purposes expressed in section six, chapter thirty-nine of the General Statutes.

SECT. 4. All acts and parts of acts inconsistent with this act, are hereby repealed.

SECT. 5. This act shall take effect upon its passage. [*Approved March 24, 1869.*]

[Chap. 423.]

AN ACT in addition to an Act to abolish the School District System.

Be it enacted, &c., as follows:

SECT. 1. Union districts and contiguous school districts in adjoining towns are hereby abolished.

SECT. 2. Each town in which any school-house belonging to such union or contiguous district is located shall forthwith take possession of the same, with the land, apparatus, and other property owned and used by such district.

SECT. 3. The boards of selectmen of the several towns out of which any such union or contiguous districts are formed, shall forthwith appraise the said property, and shall determine what proportion thereof is owned by the inhabitants of said several towns residing in said district. If the said several boards of selectmen shall not agree in their said appraisal, or apportionment, the same shall be determined by the county commissioners for the county in which either one of said towns is located to whom application is first made, and the decision of said county commissioners shall be final.

SECT. 4. Whenever any town shall take possession of said property a tax shall at the next annual assessment thereafter be levied upon the whole town, equal to the amount of said appraisal; and there shall be remitted to the tax-payers of such district, in said town, the proportion of the appraised value belonging to them; and the proportion belonging to the inhabitants of any town in which said property is not located shall be paid to the treasurer of such town, and the same shall be remitted to the tax-payers of said town belonging to said district.

SECT. 5. Section two of chapter one hundred and ten of the acts of the present year is hereby amended by striking therefrom the words "provided that the appraisal of the school property in any district, or the amount to be remitted, shall not exceed the sum that has been actually raised by taxation in such district for such property."

SECT. 6. Towns in which school districts have been abolished under the provisions of this act, and the act to which this act is in addition, or during the present year, under the provisions of section three of chapter thirty-nine of the General Statutes, shall respectively assume and pay all the debts and liabilities of such districts, and the amount of such debts and liabilities shall be deducted from the amount to be remitted by such town.

SECT. 7. The provisions of section five of this act shall not apply to any town that has already taken possession of its school district property and appraised the same, under the provisions of chapter one hundred and ten of the acts of the present year, unless such town shall vote to re-appraise such property at a meeting duly held for that purpose.

SECT. 8. This act shall take effect upon its passage. [*Approved June 21, 1869.*]

Although directly affecting probably less than one-third part of the population of the State, yet it is not too much to say that this legislation is unequalled in importance by any on the subject to which it relates for a long period of years. For thirty years, at least, the leading writers and speakers had regarded the so-called district system as an unfortunate interpolation into the Public School system of the State, and had earnestly pleaded for its eradication. Every Secretary, every Agent, and, so far as I am informed, every member of the Board of Education, whatever might have been their views before entering upon their special work, speedily became convinced that the system was an obstacle in the pathway of improvement, and strongly advocated its

removal. Gradually, but surely, the opinions thus formed and expressed gained possession of the public, till an overwhelming majority of the people had voluntarily abolished the district system, and very few remained to advocate its continuance. Through that dislike of change, and love of that which has come down from the past, by which the people of our Commonwealth, more strongly, perhaps, than those of any other State, show their English descent, and also through some vague apprehension that there would come with change some loss of privileges, a considerable number of towns adhered to the system, turning a deaf ear to the reasons which had led to its overthrow, to so large an extent, and even refusing to be taught by the successful experiments of those who had adopted better modes of organization.

But the time for a general movement seemed to have come. By a provision of the General Statutes, the towns in which the "district system" still existed, were required to vote, at their annual meeting in 1869, directly upon the question of its abolishment. Moreover, by one of the provisions of an Act passed in 1866, its distributive share of the annual income of the school fund would be withheld from any town which refused to abolish the system at that time.

In this juncture, a distinguished and venerable member of the senate from the county of Plymouth, who had had a long and painful experience of the evil effects of the system in the town where he resided, introduced an Order looking to its entire removal without any consultation with or suggestion from any member of the Board of Education or of its officers.

This Order was duly referred to the joint standing committee of both houses on Education. After a protracted and careful deliberation, the committee unanimously reported to the house of representatives a bill to abolish the district system wherever it continued to exist in the Commonwealth. This bill was accompanied by a brief, but clear and forcible statement of the reasons which had determined the action of the committee.

This report, drawn by Henry Chase, Esq., of Watertown, a life-long and successful teacher, I ask permission to print in this connection, as an admirable statement of facts and reasons bearing on this subject, and as a part of the history of the most important legislation relating to our Public Schools for the last quarter of a century. It is as follows:—

HOUSE OF REPRESENTATIVES, March 3, 1869.

The Committee on Education, to whom was referred the Order of Gershom B. Weston, for abolishing the school district system of the Commonwealth, respectfully submit the following Report:—

The comparative advantages of the municipal and the district systems is a question which has been long agitated in this Commonwealth, and which demands special consideration at the present time. Previous to the year 1789 but one system was known under either colonial or provincial legislation.

By Acts of 1642, 1647, 1654 and 1683 of Massachusetts Bay Colony, and by Acts of 1663, 1670 and 1677, of the Plymouth Colony, together with Acts of the provincial period, the several *towns* were required to take such measures as should secure to all children contained therein the means of acquiring a respectable education.

In chapter 19 of the Acts of 1789 occurs the following:—

“And whereas, by means of the dispersed situation of the inhabitants of several towns and districts in this Commonwealth, the children and youth cannot be collected in any one place for their instruction, and it has thence become expedient that the towns and districts, in the circumstances aforesaid, should be divided into separate districts for the purposes aforesaid,—

“*Be it enacted*: SECT. 2. That the several towns and districts in this Commonwealth be and they are hereby authorized and empowered, in town meetings to be called for that purpose, to determine and define the limits of school districts within their towns and districts respectively.”

The design of this enactment is shown in the preamble, and was simply to enable “the children and youth” who “cannot be collected in any one place for their instruction” more conveniently to attend school.

The Act gave to these districts no powers, and imposed on them no duties. The entire managements of the schools was, as before, directly under the control of the towns. By Act of 1800, however, “the selectmen were authorized to issue warrants for district meetings; the voters were authorized to choose a clerk, raise money for the erection and repair of school-houses and the purchase of the necessary ‘utensils;’ and the assessors of the respective towns were required to assess such sums of money as might be voted by the several districts.”

In 1817 “school districts were made corporations in name, and authorized to sue and be sued, and empowered to hold, in fee simple or otherwise, real or personal estate for the use of the schools.” In 1827, *for the first time*, “districts were authorized to elect prudential

committees, to whom were confided the care of the houses and the important trust of selecting and contracting with teachers."

Other laws concerning the relations between towns and districts were enacted from time to time, till the district system attained its present form, which is most concisely shown in the 39th chapter of the General Statutes.

The first question to be considered, is whether it is for the interest of the schools that the territory of the town should be thus divided by fixed lines, and the school-houses placed under the jurisdiction of the several districts.

When these divisions were first made and the school-houses located, it was done to meet a want which was then felt, and the arrangement was such as best to accommodate the children as the people were then situated. But the state of things is greatly changed in this Commonwealth since these district lines were drawn, and in no respect, perhaps, is there greater change than in the location of its inhabitants. The population has increased many fold, the manufacturing interest has been developed, which demands, not like agriculture, a population scattered evenly over the country, but a concentration at those very points which agriculture left most thinly inhabited. School-houses, which, at the time of their erection, accommodated the greatest number, now accommodate the least, and yet their position, together with that of the district boundaries, remains the same; for although section 1, chapter 39 of the General Statutes provides that towns may be "districted anew not oftener than once in ten years," yet individual interest and mutual jealousy practically prevent any reconstruction without an abandonment of the whole system.

The consequence of this is that many of the schools are very small, while a few are exceedingly large, it being impossible to equalize them under the district system.

Rev. Barnas Sears, in his Report as Secretary of the Board of Education in 1852, gives the following statistics on this point:—

"According to the returns of 1849, there are 25 schools in Massachusetts whose highest average attendance is only five pupils, 205 whose highest average attendance is only ten, 546 in which it is only fifteen, 1,009 where it is only twenty, and 1,456 where it is only twenty-five."

Again: According to the returns already referred to, there were in the State in 1849,—

27	schools in which the whole attendance was over	.	.	120
47	" " " "	.	.	110
67	" " " "	.	.	100

113	schools in which the whole attendance was over	.	.	90
188	" " " "	.	.	80
334	" " " "	.	.	70
746	" " " "	.	.	60

Such was the inequality twenty years ago, and the present Secretary of the Board affirms that it has been growing worse ever since, and was never before so great as at the present time.

The support of so many small schools necessarily involves a wasteful expenditure of money, and although the people in most instances tax themselves nobly for the education of their children, the terms of school are short,—seldom more than six months in a year, and frequently less. Consequent upon this, there results the employment of teachers inexperienced and inefficient, who are willing to “keep school” cheap. These teachers seldom remain more than one term in the school, and this constant change precludes all possibility of any systematic method of instruction. There being but one school in a district, there is no opportunity for grading, and pupils of all ages and attainments, from the Alphabet to Algebra, are found in the same school, and demanding the assistance of a single teacher. The number of recitations in such a school is necessarily very great—frequently more than thirty in a day—so that even with the best of teachers there is no time for instruction, the whole being consumed in “hearing lessons.”

But the inequality in the size of schools, as shown by these statistics, is an injury to them in another way.

The money for the “support of schools” is raised by equal tax on the polls and property of the whole town and apportioned to the several districts, on any plan which the voters in town meeting shall determine.

Various plans have been adopted, but while the schools are so unequal in size, any plan of distributing the “school money” must work unfairly in practice.

This is illustrated in the last annual report of the school committee of Wrentham, as follows:—

“At present, the number of children between 5 and 15 years of age ranges from 6 to 73 in the several districts. The \$5,000 granted for educational purposes is to be distributed among our twenty schools, which are made up of 630 children of the above ages. An equal distribution would give each child $\frac{1}{630}$ of \$5,000 = \$7.93 + per scholar; and the district of 6 scholars would have \$47.58, and the district of 73 scholars would have \$578.89. If we divide by the twenty schools, each school would receive \$250. This last apportionment gives each

child in the small district \$41.66 +, while the child in the large one gets only \$3.42 +. From these facts it will be seen to be impossible to give each child an equal amount of instruction with the same amount of money to be used in the district where the child happens to be, with our present mode of expending the money."

Again, to say nothing of the entire absence of all apparatus, maps, charts and books of reference, the houses themselves in which the schools are taught, are many of them in a most miserable and dilapidated condition, a disgrace to the State. And yet while they can be possibly used for school purposes, the residents in the district refuse to tax themselves to erect new ones, and the town is unwilling to compel them to do so, especially now that it is so uncertain how long the district system may continue. The condition of many of these houses is shown by the following facts:—

Of the towns which have not abolished the district system, there are thirty in which the estimated value of all the school-houses, 232 in number, is \$51,700, being an average of \$222.41 for each house. In but six of these towns is the average value \$300, while in nine it is less than \$200, and in four less than \$100, the entire value of the school-houses in one town (four in number,) being only \$125.

Another unfortunate feature of the district system is the election of prudential committees.

By section 16 of chapter 38 of the General Statutes, "Every town shall, at the annual meeting, choose by written ballot, a board of school committee, which shall have the general charge and superintendence of all the public schools in town." The duties are defined in subsequent sections, and are well known. The provision for the election of prudential committees has been already alluded to. Now the plan of intrusting the care of the schools to one committee, and that of the houses in which those schools are kept to another, the teacher being employed by one committee, and examined, accepted or rejected and paid by another, would seem to be ingeniously contrived to secure clashing, misunderstanding and discord; and so it proves, even to such an extent that a large proportion of the questions which come up to the Board of Education for decision arises from this cause.

Men are elected as prudential committee because it is their "turn,"—frequently much against the interests of the district, and sometimes with special reference to private ends. It is so late, in many instances, before this committee is chosen, that all the most desirable teachers are already secured, and the superintending committee are compelled to accept either an incompetent teacher or a quarrel with the prudential committee, and perhaps the whole district.

The question will naturally arise, Why has not a system fraught with so many evils been long since abolished by mutual consent?

The reasons are mainly two. First, aversion to change; and, secondly, the idea that these districts are "miniature democracies," in which the people possess certain vested rights, of which usurpation alone can deprive them.

The answer to the first—the aversion to change—is found in that march of progress which in everything else discards the old when the new is better.

In answer to the second it may be said that the power to give implies the power to take away, and that the highest end of government is the adoption of such measures as shall result in the greatest good to all.

In regard to the "miniature democracies," it has been well said of the town, "This is indeed a true democracy. It is the unit of our political system. All below it is fragmentary and incomplete."

Concerning the "vested rights," what are the facts? A district is a portion of the territory of a town, together with the inhabitants residing thereon, determined by vote of the town, and existing at the option of the same.

It has *power*, *unless* the town otherwise determine, to provide a house and proper accommodations for the school; and if in such case it fail to do so, the *town* may do it, and tax the members of the district to defray the expense.

It has power to choose a committee, *if* the town permit, and that committee may purchase fuel for the school, and select a teacher, whom the town committee may either accept or reject, and the teacher when placed in the school-room is entirely under the control of the town.

The rights of the districts are all *conferred by the town*, and held at its will and pleasure, even while the districts remain, and the *districts themselves* may at any time be abolished by the same powers.

Even the *right to hold property* is defined in vol. 97 Mass. Reports, page 426, as follows:—

"The property is held by the district, not for its own corporate use, nor the use of its inhabitants, as property, but as a means for performance of an important function of public service. The responsibility of this public service is upon the town."

There appears, then, to be no sufficient reason for the longer continuance of this system in the State. It opposes the improvement of our schools, while it increases the expense of their support. Legislation has for several years looked to its abolition, providing therefor in section 4 of chapter 39 of the General Statutes.

Provision was made in 1866 for the benefit of such feeble districts as have been alluded to, by the distribution of seventy-five dollars equally among all the towns, whether large or small, but "provided, that after the distribution of said moiety of income in the year eighteen hundred and sixty-nine, no city or town in which the district system exists, shall receive the seventy-five dollars herein specifically appropriated."

The towns are fully shown, by statute, in what manner to proceed when they shall, as they "may at any time abolish the school districts therein," and indeed to such an extent has this been already done, that less than one-third of the population of the State still retain the district system.

The officers and members of the Board of Education have long labored most earnestly to secure the adoption of the municipal system, and in more than forty of the school reports of the last year the committee speak at length on this subject, and, without exception, either congratulate their fellow-citizens on having abolished the district system, or urge them so to do.

The Committee report the accompanying Bill. Per order.

HENRY CHASE, *for the Committee.*

After ample discussion and several days of delay, at the request of members who desired to consult their constituents, the bill passed the House with only nine votes in the negative, and afterwards the Senate without a dissenting voice.

An amendment, adopted in the House without due consideration of its effect, led to the passage of a supplementary bill, which is given above.

Thus, by one wise and most beneficent act, was removed from our school system that which had long been regarded by the great body of intelligent observers and laborers in the work of education, as more than all things else standing in the pathway of progress. It was indeed a stumbling block and an offence. Being happily removed, the way is opened for the people of the towns where it existed to enter upon a judicious course of action for the improvement of their schools and the better education of their children, with the assurance of the success which has attended the efforts of those towns which had voluntarily abolished the district system.

In answer to numerous inquiries, by letter and otherwise, as to the methods of procedure under the bill, the rights and duties of the towns, and especially of the school committees, I issued a

circular containing a brief statement of the law on these several points, as found in the statutes and judicial decisions; also a copy of the Act, and its legal effect upon the rights of property in the towns and school districts.

Inasmuch as the letters of inquiry almost daily received at the office, as well as statements of opinion found in many of the annual reports, show that no small misapprehension still exists in relation to the distinctive rights and duties both of towns and of school committees, and especially because the twenty-fourth annual report of the Board, containing Mr. Boutwell's valuable exposition of the school laws, is out of print, I propose to present a brief statement with respect to them.

DUTIES OF TOWNS.

And, first, what are the duties of the towns?

The general duty, as defined by the statute, is to make provision for maintaining, during a period of "*at least six months in each year*," "a sufficient number of schools for the instruction of all the children who may legally attend" by a person of "competent ability" in the common branches of learning; and, when the number of families in the town is not less than five hundred, to maintain a school of a higher grade, known as a High School, for ten months in the year. (Gen. Stats., chap. 38, sects. 1, 2.)

The plain and obvious meaning of this requirement is that *each one* of the "sufficient number" of schools shall be kept six months. The law is not obeyed by keeping one school eight months, and another four, so that the *average* time may be six months. The law guarantees equal opportunity to every child in the town, of six months' attendance upon school.

It is the duty of the town to "provide and maintain a sufficient number of *school-houses*, properly furnished and conveniently located" for the schools, and they may determine the location of such school-houses at a "meeting legally called" for the purpose. (G. S., chap. 38, sects. 36, 37.)

The determination of the *number*, the *location*, and the *character* of its school buildings, is one of the most important and responsible duties which the town is required to discharge. On the judicious performance of this duty depend the character and efficiency of the schools, more largely than is generally supposed. If their number be unduly increased, not only are heavy and

unnecessary burdens of taxation entailed upon the town, but the schools themselves, being too small to admit of grading, or even of proper classification, fail to inspire, either in teacher or pupils, the interest and enthusiasm which are essential to success, and accomplish but little good.

It is not too much to say that in large numbers of our towns, the excessive and unwise multiplication of their schools has been the prolific source of most of the evils which have furnished the standing topics of eloquent and piteous complaint and exhortation in the annual reports of town committees.

To this cause more than to any other must be charged ill-constructed, unsightly, uncomfortable school-houses alike repulsive to the taste and dangerous to the health of the children; poorly paid and therefore poorly educated and incompetent teachers; the indifference and neglect of parents; irregularity of attendance and truancy.

And if these stumbling-blocks are ever to be removed, it will be done, not by complaints and exhortations however earnest and eloquent, but by calm, considerate and united efforts to remove the cause.

When such efforts are made, the number of schools will be diminished at least one-half, old locations, which have long since ceased to be centres of population, will be abandoned, and new ones will be selected, not so much by the aid of Gunter's chain and the tape-line, as by that of eyes searching for a spot of beauty, of quiet, and of shelter from the winds of winter and the fierce rays of summer. The phrase "conveniently located" will have an enlarged and improved meaning. It will suggest not so much *equi-distance* from the door of each dwelling as convenience of *occupancy*. The unsightly tenements of the past, planted in the dismal swamp or on the bleak hill-side, will give place to buildings with ample rooms, tasteful proportions, and with such arrangements for light, heat, ventilation and physical comfort, as wise and intelligent forethought shall suggest.

I have long held the opinion, which every year's observation has amply confirmed, that any considerable improvement in the character of the Public Schools in a majority of our rural towns, was wholly out of the question, until a thorough reorganization of them had been effected in the line of direction which I have indicated. So long as the districts remained, any reorganization

was a sheer impossibility. Happily, these obstacles are removed. The way is open ; and it remains for the people, with due caution and prudence, yet with a full purpose to devise and execute better things for themselves and their children.

The problem to be solved is a difficult one, especially in the towns having a large territory with a sparse population. Yet patient and dispassionate effort will find the wise solution. It has done so in large numbers of towns, and their example may be profitably studied.

Let it be remembered that the school system of a town is an organization, a whole of which the separate schools are parts ; and that the perfection of the organization results from the perfection and the just inter-dependence of the parts. This obvious truth should enter into every plan of reconstruction.

Let, then, a large committee of the wisest and best citizens, who shall represent the different localities and interests of the town, be selected, who shall look over the whole ground, take into consideration the present and the prospective wants of the different sections and of the whole, and present a plan to the town which shall embrace the number and location of the schools to be supported, and the style and character of school-houses to be provided either by repairing the old or erecting new ones, and the probable cost of each, having regard in each case to the convenience of the neighborhood, and the good of the whole town. If such a plan be judiciously made, and meet with the acceptance of the town, the work of improvement should begin where the need is most pressing, and be carried out with greater or less rapidity, as the wants and financial condition of the town may determine.

The actual experience of the towns having the best systems of schools in the Commonwealth, fully vindicates the practical wisdom of this method of procedure. Not only are the school-houses to be properly built and kept in repair, but they are also to be *properly furnished* for the comfort and convenience of the scholars.

This requirement of the statutes is too often sadly disregarded. Too often seats and desks have been means of torture and deformity rather than of convenience. The seats are often too high or too low, and too near or too far from the desks, thus causing curvature of the spine, crooked limbs, and shortened vision. Admirably constructed school chairs and desks can be procured

at so cheap rates, that there is no longer any excuse for retaining the rude and antiquated "benches and counters" which were once endured because no better were known.

Moreover, no school-house can be said to be "*properly furnished*" which is not well supplied with the necessary apparatus for illustrating the branches of study which are to be taught in it. Of these the blackboard is first and always the most important. This should cover every available portion of the walls of the school-room not filled by doors and windows. The properly furnished school-house will also have outline maps and charts, a terrestrial globe, a tape-line marked for feet and links, or, better still, Gunter's chain, the foot-rule, the yard-stick, and other measures of length, as well as those of capacity. On its shelves will be found books of reference, the dictionary, gazetteer, &c. With these simple means of illustration, which may be procured at a small cost, the work of the teacher will be doubled in value; while to withhold them is to verify the saying of the wise man—"there is that withholdeth more than is meet, but it tendeth to poverty."

We build and furnish our dwellings, our churches, our public halls, shops, warehouses and manufactories—everything but school-houses—with a manifest, and generally a wise reference to their uses. When the same common sense shall be generally exercised in school-house architecture and furnishing, a most wonderful improvement will become visible in very numerous and very large portions of the Commonwealth.

The 3d, 4th, 5th and 6th sections of chapter 38 General Statutes, give the authority to any two adjacent towns, having each less than five hundred families, to form a union district for establishing and maintaining a High School, and fully define the method of exercising such authority.

Great benefits would accrue to many of the small towns which are favorably situated, by availing themselves of the privilege accorded by this provision of law.

In addition to building, repairing and furnishing school-houses, there remains the important duty of raising a *separate* and *distinct* amount for the support of schools,—that is, for teachers' salaries, fuel and the care of fires and school-rooms, also for superintendence.

In determining this amount, there are two important consid-

erations. The first relates to the length of the schools; the second to the character of the teachers to be employed. The statutes speak of both. The schools must be kept *at least six months*, or twenty-four weeks. This is the *minimum*. Failing in this, the town loses its share of the annual income of the school fund, and is also liable to indictment and heavy fine.

The average length of the Public Schools in the Commonwealth is eight months and four days; but in very many towns, twenty-four weeks are fixed as the maximum length of their schools, and in some, I regret to say, there is a failure to reach even this brief period.

Few of our youth attend the Public School after the age of fifteen years, and none should attend before the age of six. Thus, for the vast majority there are but nine, or, at farthest, ten years of school-life. Into the intervening and quickly-passing years is crowded the momentous business of training the intellect and forming the character of the future citizen of the State. And for too many these years are cut short. If the object in keeping the schools be the adequate preparation of childhood for the duties of manhood, and not a mere obedience to the letter of the law, eight months of school time in each year cannot be regarded as too long a period.

Now if there be but six months of school time, divided into two short terms, with wide intervals between, how meagre must be the preparation which they will give to childhood for the duties of life. Surely, if the object be to educate their children, and not simply to avoid the penalties of law, the average period of eight months will not be regarded as too long.

Many of the towns in the country make provision for three terms of eleven or twelve weeks in the year, and this is doubtless the best arrangement which such towns can adopt.

Upon the second consideration, which relates to the character of the teachers to be employed, I shall make a few suggestions under another head.

Another duty of the towns is, to choose by ballot, at the annual meeting, a "board of school committee which shall have the general charge and superintendence of all the public schools in town." "Said board shall consist of any number of persons divisible by three, which said town has decided to elect, one-third thereof to be elected annually."

The manner of enlarging or diminishing this number, and of filling vacancies, the time when their term of service shall begin and close, are fully set forth in chapter 38, sections 16, 17, 18, 19, 20, 21, of the General Statutes.

No other officers chosen by the town are charged with such responsibilities, and clothed with so large discretionary powers, as the school committee. Too much care cannot be taken in the selection of the members. Every consideration except personal qualification and adaptation, should be wholly excluded in the selection. Partisanship in politics and in matters of religion, and neighborhood jealousies, should be sacredly excluded. The business of education is too sacred and of too high import to allow of their unhallowed intrusion. It is a matter of sincere congratulation, as well as of justifiable pride, that there has been so little of partisanship and of local feuds in the action of our towns in this matter. The schools have, for the most part, been under the control of our most intelligent and trustworthy citizens. Hence have come their general efficiency and success. The experience of some of our sister States proves that it will be a disastrous day for our school system which shall witness its engulfment in the fierce vortex of political or religious strife.

It is the duty of the towns to make suitable by-laws, with suitable penalties, relating to habitual truants from school, and also concerning children between the ages of seven and sixteen years, who do not attend school at all but are found in the streets or public places, without lawful occupation and growing up in ignorance, and to appoint at each annual meeting three or more persons to execute said by-laws known as truant officers. (Laws of 1862, chap. 207 ; Gen. Stats., chap. 42, sects. 5, 7 and 8.)

The cities and towns are also authorized to make like by-laws relating to children under sixteen years of age, who "are suffered to be growing up without salutary parental control and education, and exposed to lead idle and dissolute lives," "by reason of the neglect, crime, drunkenness or other vices of parents, or from orphanage," and to give the execution of said by-laws to the truant officers, or to others specially appointed. (Chapter 283, Laws of 1866.)

The towns with a population chiefly devoted to agriculture have, happily, little need of such laws ; but other towns and the cities where large mechanical and manufacturing establishments

are situated, attract numerous ignorant, if not vicious families, whose children demand all the aid which a faithful execution of these laws can give.

The towns may appoint special agents to keep the school-houses in repair, to provide fuel and other things necessary to the comfort and convenience of the scholars, or make the selectmen such agents. If no special provision is made by the town, these duties must be performed by the school committee, as is generally the case, except in the cities and large towns.

DUTIES AND POWERS OF SCHOOL COMMITTEES.

1. It is the duty of the School Committee, "*unless the town otherwise direct,*" to "keep the school-house in good order;" "procure a suitable place for the schools when there is no school-house; and provide fuel and all other things necessary for the comfort of the scholars therein at the expense of the town.

The expense incurred for fuel, care of fires and of the school-rooms, may be charged to the sum raised for the support of schools.

The expenses of repairs, furniture, &c., should not be paid from that fund, but by such other means as the town may provide.

If no funds are provided, still it should not prevent the repairs necessary to keep the houses in "good order," and the supply of needful furniture and fixtures, the expense of which will be a proper charge upon the town.

In all cases the school committee have the "general charge and supervision" of the school-houses, "*so far as relates to the use to which the same may be appropriated.*" (Chap. 38, sects. 36 and 40, Gen. Stats.)

This charge, although often ignored, is one of no small importance to the safety of the property and the welfare of the schools. When the school-house has been dedicated to its proper use it should not be diverted from that, except in cases of the most pressing necessity, and of these none are so competent to judge as the school committee.

2. It is the duty of the committee to "select and contract with the teachers." The wise selection of the teachers is a most responsible and delicate task. On its right performance, more than on all besides, depends the success of our Public Schools. Unless the teacher possesses "*competent ability,*" whatever other

helps there may be, the school will be a failure. Hence the directions of the statute are explicit and full.

The committee must have "*full and satisfactory* evidence of the good moral character of the candidate." This is a preliminary and most vital requirement. With full satisfaction on this point, the next step is to ascertain by personal examination the qualifications for teaching and capacity for governing schools.

To ascertain whether these are possessed, and in what degree, by any process of examination, to choose the right tests, and so to apply them as to gain a reasonable degree of assurance, is a matter of no small difficulty. Still, something can be done. Something can be learned of the mental discipline and general culture of the candidate, of his knowledge of branches to be taught, of his familiarity, in theory at least, with the most approved methods of teaching, and of governing; and something also of his notions and habits of order, of self-control, of his love for and sympathy with the child nature,—in a word, of his *aptness to teach*.

Satisfaction on these points should be had as the preliminary steps to *selecting and hiring* a teacher. The examination and satisfactory proof of fitness should always precede, and not follow, the act of selecting the teacher, as was the universal practice under the district system.

The most approved practice is for the committee to give public notice of a day when they will meet and examine all those who may desire employment in the town as teachers. In this way they ascertain the comparative fitness of those examined, and the adaptation of each to any one of the different schools under their charge, and make their selections accordingly.

It is the province of the committee to fix upon the days of commencing and closing the school terms, the number of school-days in each week and the hours of each day; to prescribe the duties of the teachers, and to dismiss them whenever they think proper. (Chap. 38, sects. 23, 25.)

The contracts made by the committee for the periods during which the schools are required by law to be kept, and for the customary time beyond that, unless they are closed by vote of the town or of the city council, as the case may be, bind the town, even though the appropriations may be insufficient. On this point the supreme court has spoken twice in the following language:—

"Towns are obliged to maintain schools for certain periods during the year, and the committee have power to select and contract with the teachers. For the time during which the towns are obliged by law to keep the schools, they must pay such salaries as may be contracted for by the committee." (4 Cush. Rep., p. 603.)

"The power given to the school committee to contract with teachers necessarily implies and includes the power to determine their salaries. And in so doing, they are not restricted to the amount appropriated for the purpose by the city council." * * * "The selection of a teacher depends very much upon the amount of compensation which can be offered to him. If the city council could establish the salary, it could thereby *greatly narrow the range of choice*, or even *indirectly prevent the possibility of obtaining any suitable instructors*. The city council have no control over the school committee in this respect, except by voting to close a school *after it has been kept the length of time required by law*." (98 Mass. Rep., p. 590. 1868.)

By these decisions the school committee of every city and town is clothed with full power to pay such reasonable salaries as will secure a teacher of competent ability for each established school therein, for at least the period during which the schools are required by law to be kept.

3. It is the duty of the committee to direct what text-books shall be used in the schools under their charge; to procure, at the expense of the city or town, a sufficient supply, and make provision for furnishing them to the pupils at cost; to supply, at the expense of the town, with the "requisite books" such pupils as they shall ascertain not to be furnished therewith by their parents, masters or guardians, and give due notice thereof to the assessors of the town; and for this purpose, as well as for that of making a careful examination, to visit the schools at or near the time of opening and closing, and once a month during the session. (Chap. 38, sects. 26, 28, 29, 30, 31.)

They shall also "require the daily reading of some portion of the Bible, without written note or oral comment, in the public schools, but they shall require no scholar to read from any particular version, whose parent or guardian shall declare that he has conscientious scruples against allowing him to read therefrom, nor shall they ever direct any school-books calculated to favor the tenets of any particular sect of Christians to be pur-

chased or used in any of the public schools." (Chap. 57 of the laws of 1862, substituted for sect. 27 of chap. 38.)

The examination and selection of text-books is a most difficult and perplexing, as well as thankless task, and I fully sympathize with the wish, often expressed, that they might be wholly relieved from it. The time cannot be far distant when some method of relief to the town committees, and to parents will be devised.

With the formidable number of treatises, in single volumes and in series of volumes on every branch of study, most of them plethoric with useless matter which serves only to perplex and bewilder the youthful mind, now crowding for admission to the Public Schools, and with the hosts of zealous and indefatigable agents of the great publishing houses,—whose "interviewing" skill defies all efforts at exclusion,—far too much of the time and attention of school committees is attracted towards this branch of service, to the neglect of more important ones.

I have long held the opinion that if one-half the time now painfully and conscientiously spent in examining text-books, were employed in the selection of competent teachers, and in arranging the branches of study by them into simple, natural and orderly topical courses, to be taught with the aid of such natural objects, and such illustrative apparatus as may be obtained, far better results would be secured than we now see. Indeed, a good teacher with a very poor text-book is far more to be desired, than a poor teacher with the best book which learning and ingenuity can prepare.

I cannot but believe that the day is not far distant when this opinion will generally prevail; and when some method of selecting and providing text-books will be devised and adopted which will relieve committees of a grievous burden, and secure such a degree of uniformity in the text-books to be used and the courses of study to be pursued throughout the Commonwealth, as shall give to our school system a degree of harmonious and efficient action not hitherto realized with us, and witnessed only in the schools of the most favored portions of Europe.

It is the business of the committee "to procure at the expense of the town such apparatus, books of reference, and other means of illustration as they deem necessary for the schools under their supervision, in accordance with *appropriations therefor* previously made." For this purpose, moreover, full power is given them by

the statutes, (chapter 36, section 4,) to use annually twenty-five per cent. of the income of the school fund received by the town. I have already, under another head, expressed my views on this subject, and will only further say that so long as a single school-house under their charge remains unfurnished with the necessary means of illustration, and the committee fail to use the power which the section above quoted has given them to supply the deficiency, they come very far short of even a creditable performance of their duty. To deprive the school-house and the teacher of these essential aids, and at the same time to require good results, is but acting on a small scale the part of the Egyptian Pharaoh—it is requiring the full tale of bricks and withholding the straw.

I may here remark, that this section of the statute places the whole income of the school fund received by any city or town under the *sole control* of the school committee, to be used by them in such manner as they deem best for the support of the Public Schools therein, with the exception above stated. They were thus able to do something towards removing the inequalities which, under the district system, arose out of the manner of dividing the school fund raised by the town among the districts. The necessity of such a division no longer exists, and there is less need for such an application of the income of the school fund.

In view of this fact, and also of the deplorable lack of “books of reference, maps and apparatus” for the use of many hundreds, if not thousands of our schools, I most earnestly recommend that the law be so amended as to authorize the school committees to use any sum not exceeding fifty per cent. of the annual income of the school fund for the purchase of such books of reference, &c.

The committee “have the general charge and superintendence of all the public schools in town.” (Chapter 38, section 16.) By sections 7th and 8th of the same chapter, this power of the committee is extended over evening schools kept for adults. This language is general and exceedingly comprehensive. Fortunately it has received an authoritative judicial construction. The supreme court has decided that “in the absence of express legal provisions, it includes the power of *determining what pupils shall be received and what pupils rejected*. The committee may, for good cause, determine that some shall not be received; as, for

instance, if infected with any contagious disease, or if the pupil or parent shall refuse to comply with regulations necessary to the discipline and good management of the school." (22 Pick. Rep., p. 225.) It is hardly necessary to say that this power of exclusion extends to cases of impurity and vice, no less than to infectious diseases.

Mr. Boutwell, in commenting on this power of excluding from school, says: "The rule seems to be this: the committees have power to protect the schools from the presence of any one whose influence would be injurious to the whole, and subversive of the purposes contemplated by their establishment."

In another case the court say, "There being no specific direction (that is by statute) how schools *shall be organized*; how *many schools* shall be kept; what shall be the *qualifications for admission* to the schools; the *age at which children may enter*; the *age to which they may continue*; *these all* must be regulated by the committee under their power of general superintendence."

Again—"This power of general superintendence vests a plenary authority in the committee to *arrange, classify and distribute* pupils, in such a manner as they *think best adapted to their general proficiency and welfare*." (Roberts vs. the City of Boston, 5th Cush. Rep., pp. 207, 208—Shaw, Chief Justice.)

These brief and pregnant utterances need but little explanation. A careful examination of them will show, that under the phrase "general charge and superintendence," the school committees are clothed with all needful powers for the proper discharge of their duties. In the exercise of these great powers, the action of the committees will be largely controlled by the circumstances of the neighborhood or town.

The rules which should guide their action in the cities and large villages, where the population is compact and the children can easily be assembled and in large numbers, would be "quite unreasonable" in towns of a large territory, over which the inhabitants are so thinly settled.

In all cases, in the language of the court, "when the power is *reasonably exercised*, without being *abused or perverted by colorable pretences*, the decision of the committee must be deemed conclusive."

It is proper to notice in this connection certain provisions enacted subsequently to the foregoing decisions, with the evident

intent to limit and define the powers therein enumerated. They are as follows :

“Children living remote from any public school in the town where they reside may be allowed to attend the schools of an adjoining town,” the terms to be agreed on by the committees of the two towns, and the tuition to be paid from the school appropriation of the town where such children reside. (Chap. 41, sect. 5.)

It not unfrequently happens that children are cut off either by distance, or by impassable rivers or mountains, from school privileges in the town where they reside, unless by the maintenance of schools for their special benefit at an enormous expense. Whenever provision can be made for such under the law and at a reasonable cost, justice alike to the children and to the town requires that it be done. This matter is solely within the power of the committees ; the towns have no control whatever over it. Instances of peculiar hardship have recently been brought to my notice, in which there was a marked neglect of duty in refusing to grant the relief for which this statute makes provision.

“The school committee shall not allow any child to be admitted to or connected with the public schools, who has not been duly vaccinated.”

No person shall be excluded from a Public School, on account of *the race, color or religious opinions* of the applicant or scholar. (Chap. 41, sects. 8, 9.)

Sections 10, 11 and 12 provide that any child unlawfully excluded from school may recover damages therefor in an action against the town or city by which such school is supported, and point out the method of procedure in such action.

In several towns where the custom still prevails of keeping the schools but two terms in the year, in the summer and in the winter,—the older pupils attending only in the winter,—and where a regular system of gradation is impracticable, the practice is beginning to prevail of maintaining, for three, four or five months in the fall and winter, a special school for the benefit of these older and more advanced pupils.

Such schools have been found to be productive of great good. Kept in some central place, they attract pupils from every portion of the town, giving to them the advantages of instruction in

the higher branches during the season of the year when they can best attend. They are, in fact, brief High Schools. Moreover, by the withdrawal of the older pupils, the Common Schools retain the same character in winter as in summer, and the necessity is removed for the further continuance of that most pernicious custom of changing teachers with every term.

Since the removal of the district lines, the committees have full practical control, both in the creation and maintenance of these schools, inasmuch as the expense incurred may be made a charge upon the annual sum raised by the towns for the support of schools.

In this simple way, the substantial advantages of a system of graded schools, as enjoyed by the children of the cities and populous villages, may be extended to those residing in the small towns. The experiments, wherever tried, have proved eminently satisfactory, and I respectfully commend them as examples worthy of imitation.

There remains for a more distinct notice one other line of action, which is included in the words "general charge and superintendence," and to which I have already briefly adverted. It is the right of the committees, and their duty whenever practicable, to arrange systematic and regular courses of study for the schools under their charge, and to require these courses to be steadily pursued by teachers and scholars. When the schools are graded, this work is always done with more or less completeness. Many such courses of study, prepared with great labor and skill, have been printed from time to time in the extracts from the reports of committees. Indeed, it is only with reference to the relative progress of the pupils in these courses of study, that the schools are capable of being properly graded.

In the mixed schools of the country, comparatively few attempts have been made to prescribe regular courses of study, doubtless owing to the impression that such efforts would be found to be impracticable. Hence the selection of the studies and the formation of classes have been left to the discretion of teachers who were rapidly changing, and to the dictation of parents, or the whims of children. And thus it has not unfrequently happened, that in a school of thirty pupils, there were as many distinct daily exercises and recitations as there were children. Such an assemblage is in no proper sense a school. It is a sad caricature of a school.

And to look for any considerable good to the children or to the community from it, is to look for the return of the day of miracles. And for such a condition of things the school committee are justly responsible. The power is with them, and they and not the teacher, who may be young, without experience, and unable to withstand the importunities of the children or the dictation of parents, should see to it that the school is so classified, and the order of studies so arranged, as to secure the best results.

It is because I have a deep conviction of the vital connection of this topic, thus imperfectly presented, with the successful working of our school system, that I most earnestly invite my fellow-citizens, who are entrusted with the "general charge and supervision" of our Public Schools, to give to it a careful consideration.

Besides the duties of *supervision*, the most important of which I have considered, the school committees are required by statute, to make annual returns, on or before the first day of April, to the Secretary of the Board of Education, embracing the following particulars :—

1. The number of persons in their town between the ages of five and fifteen years, on the first day of the *preceding May*.

2. The sum raised by the town during the same *preceding* year for the wages and board of teachers, fuel for the schools, and care of fires and school-rooms.

3. Whether the schools have been kept the six months required by the statute, counting 20 days or 40 half days of actual session for a month. Also whether, and for what time, the town kept a High School.

4. To fill up and return to the Secretary, as above, the blank forms of inquiry which may be prescribed by the Board of Education, and for this purpose to cause the "school registers to be *faithfully kept in all the Public Schools*."

These returns are carefully and with great labor abstracted and arranged into a series of statistical tables, filling a hundred pages of the annual report. These tables embrace a vast amount of condensed statistical information of the highest value. It is evident that this value will entirely depend on the accuracy of the returns, and that this accuracy can only be secured by insisting upon a strict compliance with the law which requires "the school registers to be *faithfully kept*."

I respectfully suggest to the committees the importance of preserving these registers. If arranged in annual volumes, and safely kept, they will, in future years, come to be looked upon with ever increasing interest as original sources of the history of the schools and of the towns.

The last, but by no means the least, important or *difficult* duty of the committee, which I shall notice, is thus defined by the statute (chap. 40, sect. 6):—

“The school committee shall annually make a *detailed* report of the condition of the *several* public schools, which report shall contain such statements and suggestions in relation to the schools as the committee deem necessary or proper to promote the interests thereof. The committee shall cause said report to be printed for the use of the inhabitants, *in octavo, pamphlet form, of the size of the annual reports of the board of education*, and transmit two copies thereof to the secretary of said board on or before the *last day of April*, and deposit one copy in the office of the clerk of the city or town.”

I have quoted the entire section, because it very fully, as well as clearly, sets forth what should be the character of the reports, both as to *substance* and to *form*. They are to be *detailed* and not *general*; they are to describe the condition of the *several* schools—that is, of *each* school, and not of the schools as a whole; and then, having described the *condition* of the schools, they are to give such *statements* and *suggestions* as they deem proper to promote their interests. They are to point out fully and faithfully what are their needs and deficiencies, and how these shall be supplied. In this work everything that pertains to the school should pass in review—the character and condition of the house, its adaptation or want of adaptation to the purposes of the school in respect to location, size, means of heating and ventilation, out-houses, chairs, desks, blackboards, &c.—the number, ages, and general character of the pupils, and their habits of attendance and of study; these particulars, and many others, which are the subjects of supervision, should be the principal topics of the report. In a word, the report should present to the town such a clear and living picture of the schools as shall lay the foundation for judicious action. The next ten years will, doubtless, witness the erection of a far larger number of country school-houses than any like period in the past has done; and who can doubt that upon the location, methods

of construction, and the equipment of these houses the character of the schools for the next quarter of a century will largely depend. The importance, then, of the "statements and suggestions" made by the school committees on this topic alone can hardly be over-estimated.

The form and size of the reports is also prescribed with reference to convenience in binding and use. In the language of Mr. Boutwell on this point: "I respectfully invite committees to cause the work to be executed, as far as *paper, type, and general appearance*, in a manner corresponding to the reports of the Board of Education."

I have thus presented the points of inquiry which relate to the respective rights, obligations, and duties of the towns in their corporate capacity, and of the school committees in supporting and conducting our Public Schools, making, as I have proceeded, such comments as an experience somewhat extended, and favorable opportunities for observation have suggested to me.

I think no intelligent man, looking upon our school system from my "stand-point," will fail to agree with me in regarding the superintendence of the schools as the central point of weakness or of strength. It is indeed the spinal cord of the system. If, as in the living organism, there be weakness here, the whole system will give signs of corresponding weakness. If, on the other hand, this be sound in health and full of life, then a normal energy and force will be sent through every tissue and nerve, and the system will accomplish freely and fully its destined end.

No matter how lavish the expenditure of money, and how well appointed, and even elegant the school-houses, how ample the provision of books and every needed appliance for illustration, still if there be weakness and incompetency in the supervision, the teachers will also be incompetent and ill-assorted, the schools will be without classification and in disorder, and the studies will be pursued, if pursued at all, at hap-hazard, with no intelligent reference to a proper end. Instead of success there will be failure, instead of satisfaction there will be mortification and disgrace.

The sole inference which I wish to draw from this imperfect discussion, and to press upon the thoughtful attention of my fellow-citizens in every town is this: that in all their plans, labors, and sacrifices for the maintenance of their Common Schools,—the

people's colleges,—they never fail to place the “general charge and supervision” of them in the most competent and trustworthy hands.

Other topics, vitally connected with the foregoing, demand discussion, but the pressing duties of the hour warn me that they must await a more favorable opportunity.

J. WHITE.

BOSTON, February, 1870.



A B S T R A C T

OF

SCHOOL COMMITTEES' REPORTS.

ABSTRACTS.

BARNSTABLE COUNTY.

BARNSTABLE.

The success of our schools in their interior workings may be attributed to the retention of experienced teachers, familiar with the individual pupils under their immediate charge. A frequent change of teachers is exceedingly detrimental to the interest of any school. This fact is patent to all competent observers. In some of our schools a far greater degree of proficiency would have been attained had they received the honest and active support of those who are bound by the strongest moral obligations to render their earnest co-operation in advancing the educational interests of the young. We believe that with remarkably few exceptions all the troubles in our schools arise from injurious influences outside the school-room. A strange system of ethics or religion exists where personal or religious animosity is allowed to neutralize the efforts of any teacher.

School Committee.—GEO. A. KING, ASA E. LOVELL, C. F. GEORGE.

BREWSTER.

The school is usually a portrait of its teacher, and its improvements, its government and discipline, are an unerring index that points towards the hand that has directed the young idea how to shoot, and assisted to bend the twig in that form that will result in the greatest good to its recipient. Teachers themselves do know, or ought to know, whether they have performed the various duties assigned them to their own satisfaction, or not; and parents ought to know by personal observation whether their teachers have acted their parts faithfully, and whether they (the parents) have done their duty to the school and to

the teacher. It is a truth founded on facts, that many a good teacher's services have been rendered almost useless by outside influences.

If parents would have good schools, they must encourage and sustain their teacher in her efforts, visit her often in the school-room, and speak kind words, and make suggestions relative to the improvement of the school, and never speak disrespectfully of the teacher in the presence of scholars. Such kindness towards a teacher will develop her greatest energies, and cheer her "as cold water to a thirsty soul."

School Committee.—CONSTANT SEARS, ADNAH ROGERS, JOSEPH McLOUD.

CHATHAM.

Irregular attendance is still one of the greatest impediments to progress in our schools. We have discussed this topic until we fear that parents with whom the trouble lies have become hardened to our appeals, and will close their ears to any new entreaty, however earnestly made. This monster evil seems to have fastened itself upon us with such tenacity that it is becoming incorporated into our very existence. We venture the assertion that one-fourth of the time and money devoted to schools is thus wasted, and we see not how we can rid ourselves of this discouraging drag upon our prosperity, until parents manifest an increasing interest in the intellectual welfare of their children, and consider it a duty to keep them regularly at school. Not every case of absence is directly under the control of the parent, yet it cannot be doubted that most of them could be attributed to unnecessary indulgence on their part, or a desire to secure some trifling service from the child at home.

We will suppose that the mother, partly to gratify the inclinations of the boy, as well as for her own convenience, says, in the morning, "Zachariah, dear, you will not go to school to-day. I want you to run down to Mr. Hyson's store. He has some nice new tea. I am expecting Mrs. Sipit to-day. She always has the headache, and will expect a good nice cup of tea. Hurry back, dear, for I shall want you to sit by the cradle and jog the baby, poor little thing; he needs some one to sit by him continually."

To-morrow comes, and with it the patronizing interrogatory, "I can't go to school this morning, mother, can I?" "I don't see, Zachariah, how in the world I can spare you; your father's coat is getting quite out of repair and needs my attention this very day; and, dear me, I shall need something from Dr. Forceps for my tooth—it kept me awake half the night. I shall have to send you to Mr. Beaner's for a few groceries, and to Mrs. Lendwell's to return the tub I borrowed, and a few other errands which will take more than half the day. It

can't make much difference to Miss Willowtwig, the teacher, whether you attend or not, and, besides, I heard Ned Cruel say no longer ago than last Monday forenoon, as he came past with a nest of young robins, that he wouldn't give the snap of his finger for what he should learn in the whole term. I must keep you at home some part of the time at least; you save me a great many steps. You ought to get as much learning as your father did, for he never went to school but a few months in all his life, and yet he knows more than boys do now-a-days." Thus the boy is kept from school day after day for trifling causes which could be easily avoided; and when at last the prospect is that a slight respite from other cares will afford a day in school, he, having become convinced that school duties are secondary to all others, meets by the way Barnaby Knowlitt, Cephas Slowgood and Jaspar Rodback with hook and line, bound for the river. The mother, feeling that another day can add but little to the school loss already sustained, consents to his becoming an active partner in a floundering expedition. On his way an inviting nest at the top of a tall cedar receives his attention. The wear and tear of skinning a tree, added to the disastrous effects of fishing, so injure his clothing that a week or two is required to get him in trim for another trial at school. The classes have all left him far in the rear; he becomes discouraged and cares little whether he makes intellectual progress or not. This, though slightly imaginary, does not represent a solitary case, but will apply in effect, at least, in a greater or less degree, to a considerable portion of our scholars.

School Committee.—LEVI ATWOOD, ISAAC BEA, EPHRAIM A. TAYLOR.

DENNIS.

There are few towns in the Commonwealth where school advantages are superior to those which are, or which may be enjoyed by the citizens of Dennis; and the great question for us to consider, and wisely answer, is, How can we secure the highest and best returns from the advantageous position we now occupy?

The advantages of our position are, that we can have and do have better schools, and at less cost, than we could have under the old system.

That we have better schools, no one will have the temerity to deny. That they are at less cost, the figures will amply demonstrate.

There are few towns like Dennis (we do not, of course, include the cities,) the population of which is so located in all its parts as to bring its scholars in bodies sufficiently large to be desirably graded. The larger number of scholars brought together, the more perfect will be

the gradation ; and the more perfect the gradation, the more successful the schools.

With the advantages already secured, the only question now to be solved, as we have before remarked, is, How can we best improve these advantages, and draw from them the largest success ?

This is a question of essential interest to every citizen. It matters not whether he have sons and daughters, or whether he be childless ; whether he has estates, or whether he has none. He cannot, if he would, divest himself of interest and responsibility. With the franchise in his hand, he is clothed with power, and for that, be it ever so humble, he is held responsible.

There are two parties, however, which may be said to be more directly interested than others, and these two parties are not the rich and the poor ; neither are they those who have children, and those who have none ; but they are those who have children to educate, and those who have estates ; and these are both directly interested, and in the same way, and that is, in securing the highest success of our schools. The one, because upon their success depends the education of his children ; and the other, because upon their success depends the valuation of his estate.

The valuation of the Commonwealth, as per the valuation of 1865, amounted to \$1,009,709,652. The expenditures for Public Schools (exclusive of school-houses,) for the school-year of 1867-8 was \$2,859,704. Does any one for a moment suppose that were the State to blot out its whole free school system, she would not by the same act blot from its valuation infinitely more than the amount she expends upon her Public Schools ?

The valuation of the town of Dennis, by the last State valuation, is \$1,181,339. Blot out our free Public Schools, and would our valuation remain for a moment at its present sum ? What is true of a State, or a town, is true of individuals—for states and towns are made up of individuals.

The school-houses in a town are the best bonds a property holder can have ; and a successful free Public School his best and safest policy of insurance for the continued and increasing valuation of his estate ; so that from the lowest and most mercenary motives our school should receive the fostering care of property holders. But when we regard our children as the representatives of something more than silver or gold, or greenbacks, or houses, or lands, or ships, or merchandise, and which in the comparison cannot be measured with any or all of these because of the infinity of difference, we might reason with a force a thousand-fold more momentous and consequential for a generous and hearty support of our Public Schools ; for everything to which we can

attach value in a community, must be measured by the intelligence and virtue of its citizens.

We do not wish to be understood as ignoring the influence of the institutions of religion in giving value and stability to society and its concomitants. We consider the church and the school as substantially one. A faithful observance of our religious duties, will secure the highest good of the school. Our duties, well and truly performed toward our schools, will secure the highest good of the church. The church and the school are inseparable; they survive or perish together.

There is one very gratifying feature, in the disposition of the men of wealth in this town, and one which insures to a great degree the weal of our Public Schools. Quite a majority, we think, of those who pay large taxes are among those of our most liberally disposed citizens, and who favor appropriations sufficient to meet the wants of the schools; so that with the wealth of the town on the side of free schools we may be hopeful of the future.

It is a remarkable fact, and which to us is entirely inexplicable, that a majority of those who vote in town meeting against sufficient appropriations for a full term of free school, are those who pay small taxes.

Superintendent.—M. S. UNDERWOOD.

EASTHAM.

There seems to be an opinion prevailing in the community, though we hope not generally, that, as our schools in summer are not large in numbers, and are composed mostly of small scholars, almost any one, —even if their acquirements are not quite up to the standard of the law,—will do to teach them. This, we think, is decidedly wrong. In our opinion there is no more important period in a child's school life than his earliest years that he spends in the school-room. It is of the utmost importance that the first principles taught a child, and the first impressions made on his mind, should be correct; because first principles make a deep impression, and first impressions are strong. To have scholars taught correctly, it is necessary to employ those to teach them who have been thoroughly and correctly taught themselves. We know that sometimes persons whose education has not advanced beyond the mere rudiments of learning may be as thorough in those rudiments as those who have made themselves complete masters of the different sciences taught in the best schools. But it does not follow that they would make as good teachers, even where rudimentary instruction alone is required. Everything else being equal, the teacher who has had the advantages and the training of the higher institu-

tions of learning is a very different person from the one whose education has been only elementary; and the influence of the former over scholars, whether large or small, will be different from that of the latter. We know that with the inducements that we are able to offer, we cannot command the best teaching talent; but we think that this is no reason why we should not employ the best that is within our reach.

School Committee.—MYRICK CLARK, MICHAEL COLLINS, HEMAN DOANE.

FALMOUTH.

We must frankly say to the town that we have found it extremely difficult to meet the calls that are made upon us for first-class teachers, and we think we have reason to be thankful if we have had a fair measure of success in doing it.

We have sent to two or three of the Normal Schools both for male and female teachers, and the answer has come back that their graduates were all engaged or were unwilling to come such a distance for the pay we offered. The standard of qualification is now such throughout the town that no one but a first-class teacher, both in discipline and in scholarship, really gives satisfaction.

This is as it should be, but something must be done if possible to supply the demand which is thus created. If we are to have good teachers at a reasonable price, we must raise them up at home. There is no good reason why many of our young men and women should not obtain the necessary education and become just such instructors as we need. The excellent training of our Normal Schools is beyond the reach of very few who really aim to secure it; and we believe that we have in Lawrence Academy a school here at home where might be educated not only teachers to supply this town, but also many of the towns around us.

This town has now a good system of education if we will only make the most of it. The schools are well filled with bright and capable scholars, and there is work enough in them for the best teachers that we can find, but they cannot do all that is to be done; unless they have the earnest co-operation of parents and friends, their efforts will result in little more than failure. It is very hard to make headway in any case against home influence. There are a few scholars in almost every one of the schools, who are so often absent and tardy, that they make but little progress themselves and hang as weights upon the rest of the school. Ought not something to be done by the town to put a check upon such truancy and idleness? Surely every wise

parent will see that his children are always in their places, unless necessity compels them to be away.

We earnestly desire that parents will often visit the schools and consult freely with the teachers in regard to the welfare of their children. When all at home and at school can work together and feel that they have but one aim, then we may expect for the schools the highest prosperity.

School Committee.—JAMES P. KIMBALL, DAVID BRIGHAM, JAMES B. EVERETT.

ORLEANS.

Our Grammar Schools have suffered immeasurably from change of teachers; and until this evil is overcome, by securing teachers who can be retained for a succession of terms, we cannot expect to see them established upon a steady line of improvement, and the town receiving the full benefit of its outlay. Under the present system there is but a short-lived satisfaction in obtaining a good teacher, of either sex.

The female teacher of the summer term is set aside for a male in the winter. At the end of three months the committee must again enter the market, to hunt up a female teacher for the succeeding summer, and so the machine runs, constantly liable to get out of order, by being placed in hands unacquainted with its details. We are confident that female teachers can be obtained, who are capable of instructing and disciplining our Grammar Schools throughout the year. There is even in the present age of improvement oftentimes a great deal of prejudice manifested against departing from the old way of doing things, and in the event of a female teacher failing in winter, doubtless the "I told you so" philosophers would stand ready to condemn the experiment. But suppose a teacher should fail, would it be anything new in the history of our schools? At present we seldom retain a good teacher any longer than we do an indifferent one, and run a risk of getting poor teachers twice a year; and in experimenting to secure a better system, the chances for poor schools could not well be greater than they are now.

School Committee.—BENJAMIN C. SPARROW, JOSHUA L. CROSBY, ENSIGN B. ROGERS.

SANDWICH.

There must be a firmer and more evident interest in the school-room. Its advantages must be held in more exalted estimation, and the most weighty reasons alone must be sufficient as an excuse for a half day's absence of any scholar. It is not so now. The child grows up from

childhood to youth, from youth to manhood, absent from the school-room for the most trivial pretexts, and thus having instilled into his mind, an indifference and dislike for the really wholesome restraint and discipline of the school-room, which will not be overcome, if at all, until too late to avert their evil consequences. How truly does the parent owe it to the child that he keep him a constant attendant upon the school-room. The parent, too, forgets that the child must be educated somewhere; that the mind as it grows must have something on which to feed; and if the child is permitted to roam the streets, make one of the crowd of loafers who infest our street corners, instead of the healthful food of the school-room, he takes in that festering, poisonous effluvia which hangs round the streets of all our large cities and towns. The jails, prisons and gallows of our country testify to the efficacy of this street education, and the parent owes it to the State as well as to the child, that he has as little of it as possible.

He owes it to the State that his children improve every opportunity afforded for a thorough education. We need to understand that it is more economical, a hundred-fold more economical, for the State to support institutions of learning for its children, than institutions of correction for its citizens. Prevention is far better than cure; and she should receive aid and encouragement in her efforts to continue the blessings of free schools. And besides, we need something more, in the future as well as in the present, than mere delvers in the soil—hewers of wood and drawers of water. The State wants productive citizens, who will yield valuable returns for the rich benefits she heaps upon them; and the more educated a person is, the more precious may he become to his State. What more valuable service, then, can one render to his State, than by making use of all the means which she has put in his power, to give to those whom God has placed in his charge as thorough and liberal an education as his circumstances will admit?

School Committee.—WM. C. SPRING, CHARLES DILLINGHAM, A. S. EDGERLY.

WELLFLEET.

The graded system has been in operation in our schools for the last three or four years, and experience proves it to be the most efficient plan for the progress of the scholar and the usefulness of the teacher. In some Primary Schools there is an advanced class, owing to the distance from the Grammar School. This class holds the same grade and pursues the same studies as the lower class in our Grammar. And here we would suggest to parents that it is never best to hasten the promotion of a scholar. For illustration: the scholar who leaves

the Primary School in haste, enters the Grammar poorly prepared for its higher studies; they are tasks too hard for his mental capacity. It is laying the burden of a man on the shoulders of a child; it crushes, discourages him; and school soon becomes a dreaded place. The brain is overtasked; the child becomes fretful; lessons are badly recited; the teacher is mortal, and, like all mortals, may be tempted to impatience; and thus the air of scholar and teacher is peevish, resentful, unhappy. The Primary School is not only the first in order, but it is the first in importance. The scholar who understands the rudiments of our language is the only scholar that will find the higher studies pleasant and easy. The advantage of the graded system is that it makes progress depend upon attainment, and not upon size or age. But the great fault of the age—haste—is too evident in all our education. Children are crammed, not learned. Progress is estimated by the pages gone over and the number of studies pursued. The teacher's fame depends upon rapid advance, and the scholar is like poor pilgrim in the slough of despond, struggling and sinking, covered only with the mud and slime of words and technicalities.

Another fault in our schools is induced by this haste for advancement, and that is, the scholar is assigned studies which are beyond his capacity and age. There is no good reason why a child should be tied to an arithmetic and geography and grammar all the years of school. The bad reason is, that we give him studies above his years, and let him grow to them. As well might we compel him to wear his father's hat or boots till he grows to fit them. A large majority of our scholars in grammar, after a year or two of study, are entirely ignorant of the science, from the fact that their brains are not old enough to comprehend its philosophy. One year's study at a proper age, of grammar or geography or arithmetic, would be better than the six now expended on them.

Another fault arising from the same cause is, too many studies are pursued at the same time, and too long lessons in each study. A child has a body as well as a mind, and a school should embrace the education of both. Four hours a day are enough for a child under twelve years to study, or be in a school-room. The best gymnasium ever yet built is that which has a ground floor and a sky roof; and nature is the best teacher of calisthenics. The scientific movements taught in school-rooms are but poor parodies on the easy flow of natural action. But how can a poor child play, when he has six pages in grammar, a page of questions in geography, fifteen sums in arithmetic, thirty or forty words in spelling to learn, besides reading and writing. The six hours of school are not enough for his labor, so he carries a load of books home for evening study.

As this is the last report the chairman of your school committee expects to submit to you, permit him here to enter a solemn protest against overtaking young scholars. Schools are always physical evils where the body suffers for the good of the mind. Shakspeare's "whining school boy, creeping like a snail unwillingly to school," is a true but sad picture. This continual study tells sadly on a growing brain; kerosene spoils young eyes, and confinement cramps and dwarfs young limbs. Let the school hours and the studies be few and pleasant, especially to the beginner, lest he learn to hate them before he knows their value, and become a truant before he becomes a scholar. Give the young breast air, the young limbs play, the young brain gladness; and when the body is nourished and knit together, the nerves well strung, then bring them work, and in half the time, with half the labor, the task will be done. New England school-houses are deservedly her pride—her nurseries of mind; but care is necessary, that they be not nurseries of consumption and insanity. As the scholar advances, let his hours of study be gradually increased, and perhaps the number of his studies increased. But we believe that school is best where the teacher has few and short lessons, and aims to teach principles, and not pages, in his or her instruction. For illustration: a scholar may commit to memory the definitions of all the parts of speech in grammar at a lesson, but they will be jumbled together very promiscuously then, and on examination day may shame the teacher by giving the definition for a verb in answer to the question, What is a noun? His mind is like one of the fish-ponds at our fairs: you let down a question and pull up what it chances to hook; it may be a noun, a pronoun, or an adjective. The truth is, he never really saw clearly the reason of the definition. He did not forget; he never knew.

School Committee.—T. N. STONE, DAVID WILEY, J. Y. BAKER, R. R. FREEMAN, J. W. DAVIS, JOHN SWETT.

BERKSHIRE COUNTY.

ADAMS.

Chiefest and foremost among the promises of better things, is the completion of two new, attractive and commodious buildings—one in each village—for the Graded and High Schools. The want of suitable school accommodations has long been felt, and been an insu-

perable obstacle in the way of adopting and carrying out any organized and systematic course of instruction. In themselves these buildings are an ornament and an honor to the town. If we may credit the declarations of those better informed than ourselves, in convenience of arrangement, excellence of style and thoroughness of workmanship, they are surpassed but by few if any of their kind in the State, and may therefore be pointed at with a just and pardonable pride by the inhabitants of the town, through whose liberality and munificence they have been reared. The completion of these and the surrender to the owls and the bats of the inconvenient, ill-ventilated and crowded apartments before in use, is an event calculated to mark the beginning of a new era in the work of education among us.

In addition to this, a greater interest on the part of the public generally than has heretofore existed, has been manifested in the success and prosperity of the schools; in a laudable desire to improve their character and bring them up to a higher standard of excellence. This is a hopeful indication. In no other manner can the expenditure of money in buildings be turned to a profitable account or made to yield a suitable return to those who have so generously shared in its contribution.

The conviction is often forced upon our minds that the importance of the lower grades is by many greatly underrated. Of none is this more true than of the Primary Schools, the lowest grade of all. As these are the first in the order of time, so they are the foundation of all that follow; they sustain a relation to the higher grades like that of the base of an edifice to the superstructure. Indeed, our educational system may well be compared to a pyramid, of which the Primary Schools are the foundation, but which rises in constantly diminishing sections to its summit, crowned with the highest achievements of science, literature and art. It is in the Primary School that the foundation of future educational accomplishments is laid. It is here that the child goes through a transition state, passing from the freedom of home life to the restraint and discipline of the school—is taught to recognize authority and yield obedience thereto, and has communicated to its mental faculties the first impulses in the line of their systematic development. It is therefore of the greatest consequence that the work of education should be rightly begun, and carried on in its earliest stages, since an error at this period, like an injury to the tender shoot, may entail pernicious tendencies and effects that no degree of future watchfulness and care will be able fully to eradicate. More attention than has hitherto been given should be paid to the choice of teachers for these schools. It is a common belief that they require a lower order of talent than schools that are more advanced.

Many persons desirous of teaching consequently look upon them as a field in which to serve an apprenticeship and try their skill, ignorant of the fact that incompetency will be likely to work tenfold more injury here than in any other situation. The truth is, the successful management of a Primary School requires the rarest and therefore the highest order of talent. For no other schools is it more difficult to secure teachers possessing the right combination of qualities. Ten teachers qualified to instruct an Intermediate or Grammar School can be found to one who can teach a Primary School as it should be taught. The wages, therefore, of these teachers should be equal to those paid to teachers of the higher grades. A discrimination against them in this particular is unjust in principle, unsound in policy, and pernicious in its consequences. We have reason to believe the real importance of these schools is becoming better understood; in many places in our own and other States the compensation of those who teach them is equal to the compensation of those employed in the higher departments.

Of the value of the oral method in its broadest sense, there can be no room to doubt. It has been in use from time immemorial. The teachings of Socrates were oral, in the familiar form of question and answer. Much of the knowledge acquired in a college course is derived from lectures given orally or from the manuscript. The method of instruction in the Universities of Germany is said to be by lectures. There seems to be no reason why this mode of imparting knowledge might not be profitably used in our Public Schools as well as in the higher institutions of learning. It would need to be modified, of course, to suit the different circumstances. The principle, however, would remain the same. Familiar lectures or talks not exceeding ten or fifteen minutes in length might be given by the teacher at regular intervals, on topics previously selected. They should be given to the whole school, and should not recur oftener than once in each session, or perhaps not oftener than once a day. With the aid of proper means of illustration, physiology, the laws of health, a portion of geography, many interesting facts in natural science, the outlines of geology, civil government and many other branches might be thus taught without weariness to the scholar. While we do not claim for this method of instruction a preëminence in excellence above all others, we are nevertheless of the opinion that it might be made the means of communicating much useful knowledge and of awakening in the minds of the young a love of truth and an enthusiasm in the pursuit of it that might otherwise remain forever dormant.

The need of a special course of training and instruction to those about to engage in the difficult and responsible vocation of teaching

was never more deeply impressed on our minds than at present, and the inquiry often arises whether facilities might not be provided in our own schools to supply this want. This preparatory discipline can now be acquired only in the Normal Schools, a class of institutions that has done much to raise to a high rank the profession of teaching and supply the country with trained and skilful educators. It would be too much to expect that provision could be made in our own schools for anything like so extensive and finished a course of instruction as is to be obtained in the Normal Schools; we should be obliged to be content with something more limited in its range and imperfect in its details. But even this might be the means of doing much good. The profession of teaching, like all other professions, has its peculiar sphere of labor and duty, and while a perfect knowledge of everything pertaining to it is desirable—a knowledge that is incomplete is infinitely better than none at all. A teacher who enters her vocation understanding the work to be done, and the best method of doing it, though without the advantage of a Normal course, is reasonably sure to succeed; while another, equally qualified in all other respects, but without this information, may fail for want of it. Whether the forming of a teacher's class, connected with the High School, for the purpose of special instruction in the theory and practice of teaching, would or would not answer the requirement, could be determined by trying the experiment.

School Committee.—J. ROCKWELL, A. H. CRANDALL, A. G. POTTER.

ALFORD.

Our schools have, we think, been conducted with about the usual success during the past year; or, we may say, as well as could be expected, considering the small size of our four schools; four teachers being required, where could the four schools have been merged into two, as was suggested by your committee last year, two teachers would have been sufficient to have taken charge of the whole number of scholars, as the aggregate average attendance in town was but forty-five in summer and forty-six in winter. Thus we have supported four schools, when could we have had but two, with the same expense, we might have had eight or nine months' school where we now have had but six. The school districts being now abolished, and with the prospect of having but two schools to support, we think we may look for a great improvement. Your committee believe that it is the duty as well as for the interest of the patrons of the schools, as well as for all good citizens, to use every influence in their power to have at least eight or nine months' school during each year, taught by

first-class teachers. And we think that by expending the usual amount we may accomplish this desirable end.

School Committee.—HENRY PEASE, HENRY TICKNOR, LESTER T. OSBORNE.

CHESHIRE.

It is well known that Private Schools are the order of the day in our town; this will continue to be the case so long as there are no Public Schools for advanced scholars. A school of this kind will raise the character and tone of all the Public Schools in town, and Private Schools cannot live. This will furnish an opportunity to scholars standing at the head of their classes, in any school in town, for further progress, and thus be thoroughly instructed in advanced studies at their own homes. But objections are made that a school of this kind, centrally located, will not confer equal benefits on all parts of the town, on account of travel; and this objection is not urged without some foundation in fact. But this objection of travel applies in school districts, and in many instances with equal force. It applies in churches, mills, stores, cheese factories, depots, markets, and all places of business, as well as of moral, intellectual, social and religious improvement; but who thinks of dispensing with all these arrangements on account of travel? Who objects to a lecture by Beecher, or Phillips, delivered in Pittsfield or Adams, perhaps? A few more would attend if the lecture was delivered in Cheshire. Certainly those who would not attend under any circumstances should not object to its being heard in Pittsfield or Adams, but rather rejoice at the good they receive through the few who do attend. The fact is, thrifty centres are what make towns, cities and States. Is it no advantage to the owner of woodland on the east or west range of our hills that we have an extensive iron foundry and numerous mills and a depot centrally located? Is it no advantage to the farmers and mechanics scattered all over our town that our numerous stores and markets are centrally and conveniently located? Is it no privilege to our scattered population (including children) that a church is centrally located? Are not all our churches centrally located?

School Committee.—J. N. RICHMOND, ELISHA PRINCE, DAVID INGALLS.

CLARKSBURG.

If parents desire a good school they must provide suitable school-houses and apparatus. This is a matter altogether too much neg-

lected. The school buildings in this town are far from being in the condition they should be. Entire new buildings, or a thorough overhauling and repairing and enlargement of the old ones, are imperatively demanded. The setting out of shade trees, and arranging playgrounds properly, is also a matter not to be omitted. Some may think this of no importance, but those who have had the largest experience will endorse this view. There is an intimate connection between taste and morals. Is it not then desirable that those children who have limited instruction at home in morals, and but little to cultivate their taste, should find all that can reasonably be afforded at the Common School?

For the Committee.—LEWIS P. FULLER.

DALTON.

The recent abolishment of the district system marks a new era in the history of the Common Schools in most of the towns in the State. Heretofore much of the responsibility has rested upon the districts into which every town was sub-divided; hereafter it must be borne by the general committee alone.

Whether this change will be improvement, remains to be determined. We did not feel the need of it here, as the town was already owner of all the school-houses, and could, if deemed advisable, vote at every annual meeting to leave the selection of teachers in the hands of the town committee.

These two were the most weighty arguments in favor of abolishment. The first one certainly has weight, for all can see that the only way to have good school-houses is for the town to build them, and not leave the burden to small districts which are too feeble to erect suitable structures; but when prudential committees and school meetings are abolished, we think there is reason to regret the change.

We would recommend the town to allow a small sum of money to be used this spring for the purpose of setting out young trees around the school-houses. A few maples or elms would, in a few years, add vastly to their beauty, and to the comfort and pleasure of the children, while the first cost would be trifling. We presume the town would be perfectly willing to have this done by the selectmen the present season.

School Committee.—OLIVER BLISS HAYES, BURR CHAMBERLIN, ABEL KITTREDGE.

EGREMONT.

For any to say, "because I have none under my care to receive the benefit of our Public Schools, they are therefore no concern of mine,

and I will vote only for the smallest possible appropriations for their support, and will contribute nothing save as by law compelled," savors of a spirit which is not to be tolerated for a moment. And yet, false to fact, and meanly contemptible as this would be, there may be danger that it will be allowed an influence with those having no children or wards under their care. We trust our citizens will rise above all such narrow, selfish views, and be governed by an intelligent and comprehensive estimate of the matter, treating the cause of public education as one of the main pillars of social order, of civil freedom, and of correct morals, in all of which their own interests, with those of the general weal, are involved.

Thus, we feel sure the children and youth needing the instruction of our Public Schools, will not be left to suffer from the stinginess of town appropriations and voluntary aids needful for the purpose.

School Committee.—T. A. HAZEN, C. J. POTTER, C. L. WRIGHT.

GREAT BARRINGTON.

Money expended for almost any public purpose other than schools is money laid out, lost,—sunk in the gulf of inexorable necessity. But money devoted to the support of schools, is money invested—invested in securities that bear interest more precious and profitable than gold-bearing bonds—interest that consists of nobly educated citizens—men and women who "know their rights, and knowing dare maintain."

Two thousand dollars of the appropriation was set apart for the support of an experimental school. This school, in deference to custom, we termed a High School, but it was in reality only an experiment. Who should be its teacher? who its pupils? where it should be kept? were all unsolved problems. The last was answered by an act of "squatter sovereignty" on our part. Without law, without right, without so much as—"If you please"—we took possession of the upper room of the Centre school-house and have occupied it as the High School laboratory during the year. Were the natives ignorant, but curious and inquisitive when our ancestors landed on the shores of New England? Not more so, than were we, in common with other citizens of Great Barrington, one year ago upon the subject of High Schools. Did our ancestors find the shores of New England dark and cold and cheerless? Not more so, than were the prospects of our school at its opening session. By dint of labor, in season and out of season, on the street and in the family, with the fathers and the mothers, we at last got together a school of twenty-five pupils. From this small beginning, there has been a steady increase to the close of the winter term, which term shows the magnificent record of ninety-

four pupils in all, with an average attendance of ninety. Tell us a man is steady and temperate, and you epitomize a perfect eulogy. Tell us a school is steady and regular in attendance, and it needs no further commendation. A school in which the per cent. of attendance is over ninety of the whole is always a good school. We never knew an exception to this rule, and certainly our High School has been no exception. We believe it to have been in all respects, at least ninety per cent. of a perfect standard.

The whole number of children in town between the ages of five and fifteen years is 891. The whole average attendance during the last winter term was 510. We think the number of pupils over fifteen who attended the Public Schools fully equal to the number between the ages of five and fifteen who attended the Private Schools. Therefore the difference between the whole number of pupils in town, and the average daily attendance, must very nearly show the average daily attendance at the street school, which number we find to be 381. Here we have then by far the most numerous, and we fear most thriving school in town. Let no one doubt the propriety of calling this a school. It is a school. It is kept at every corner. Its teacher is that spirit of evil who ever finds "some mischief for idle hands to do," and its text-books are the oaths and ribald jests of the dram-shop. Would it not be well to make rules for the government of this school in the forms of town by-laws for truants, and to appoint for it a few assistant teachers, otherwise known as truant officers?

Last year we recommended our teachers to visit each others' schools. This recommendation has been quite generally followed, and with the most beneficial results. The teachers have mutually learned from, and advised and encouraged each other. We venture to further recommend that a "Town Teachers' Association" be immediately formed. Such an organization, holding weekly or at least monthly meetings, having for its objects the improvement and amusement of its members, could not fail to be alike pleasant and profitable to all.

For the Committee.—H. C. JOYNER.

HANCOCK.

Here we would say that female teachers, in most districts, should be recommended. The school should be like the family and the home, and woman may be the presiding genius of the one as well as the other.

One great obstacle in the advancement of our schools is the frequent changing of teachers. A teacher often finds a school, it may be entirely destitute of interest, and labors earnestly to infuse life and

interest into it; and after weeks of toil she succeeds; but her term of service has expired, and another takes her place, only to allow the interest to die, and the advantage is lost. We think it would be far better to get good teachers in the first place, and then keep them as long as possible in the same district. A new teacher always comes into school a stranger. He may be diligent in looking over his scholars, and in ascertaining their standing and acquirements, and may class them according to his best ability, but he soon finds that he has only made a beginning in the matter of classification, and goes to work to rectify his mistake. Thus day after day is spent in doing what his predecessor should have done in an hour—and even weeks may be required to regulate the school; to learn the dispositions of scholars and acquire such an influence over them as to get them well under way. Whereas a teacher acquainted with the school would be able to use his efforts immediately for its advancement.

The committee feel called upon to speak of the extent of the teacher's authority. There seems to be an impression more or less prevalent, that the teacher's authority over his or her pupils is confined to the limits of the school-room; that he has no jurisdiction over them except within the walls of the school-house, and during the six hours which custom has fixed as the length of time devoted to the business of the school each day. Such a limitation of the teacher's authority is manifestly absurd; as it might essentially cripple the efforts of the teacher for the good of his school, even while present with them. The law requires teachers to instruct their scholars in the duties of morality and "good behavior;" and has he no power to call him to account who violates them beyond the walls of the school-room? May his ears be assailed with profane oaths; or, may he be compelled to witness rude or obscene conduct before the scholars have passed the threshold of the school-room, and not have the power to punish the offender? Every teacher to succeed must be sustained in his or her mode of government, not alone by the committee, but by the parents and guardians of the children. For with few exceptions, children will obey the rules of the school just in proportion as the teacher is respected and sustained in the community.

School Committee.—D. H. SMITH, O. G. ELDRIDGE, E. C. GOODRICH.

LEE.

We lay more stress upon having a good teacher than a good book—and, in general terms, the smaller the text-book, the better it is for a Common School. Many of the text-books now published which

cover from five to seven hundred pages, would be much more valuable if condensed into one or two hundred small pages.

Besides the draft on our pockets which great text-books make, it must be remembered that we do not send our children to the Common School to learn everything, but to be trained in those rudiments and general principles which will serve to guide them in after-life. And further, how many of our children can master a volume of four or five hundred pages during the time they are to spend in our Common Schools? Very few. More would turn with disgust from the hopeless task.

Are we to accept poor teachers at low prices, or shall we pay fair prices and get good ones? Your committee is in favor of the strictest economy in the use of public moneys, especially in the use of school moneys, but it is a fact that if we pay low prices we must get an inferior article. We may supply our schools with inexperienced teachers—our own daughters, say—and after giving us a few terms' service they will have gained enough experience to leave us to get fairer prices elsewhere. Then we may take another set of tyros to educate. This is poor economy. Let us give it up.

As the visitor from the north approaches our village he cannot fail to notice an antiquated brick structure perched on a steep hill-side near the bridge. This, he is informed is the school-house—the New England school-house—of which he has heard so much. This is one of the edifices that Massachusetts reformers speak so highly of, and which they would have built at every cross-roads over the land! Here is the place in which the Berkshire intellect is first trained. Let us look at it a moment. It is of a single story, and built after the style of a generation now gone. The walls are seamed with cracks, and great fissures yawn at the passer-by. We enter, half afraid to do so, and the chill air rushes up to greet us, through great cracks in the floor from some vasty deep below. The doors are hacked and hewed in a manner that conclusively proves the Yankee's dexterity in the whittling line, and through the cracked panels of the crazy door we hear the hum, and breath in the impure air generated by near a hundred of the youth of Lee. In answer to our rap, the door creaks on its hinges, and a young Miss invites us to enter. There is a single room, and the scholars are indiscriminately crowded together in it. The desks are old fashioned, inconvenient and badly whittled, for generations have left their initials curiously carved upon them. The weary scholars sit upon benches with no backs, and do not face the teacher. The dingy walls are well patched, and the patient and subtle spider crawls offensive along the intricate lines with which his exquisitely fine touch has adorned every corner. There are no means pro-

vided for ventilation, except where the six-by-eight panes of glass have been broken from the sashes. A huge cast-iron box with no dampers generates the heat, and its ancient and crooked pipe threatens to precipitate itself upon the luckless wights on the benches. Not having any possible means of regulation, this box must be either red-hot or stone-cold. As we look about the room we notice that the scholars are of all ages and attainments, and it is apparent that order and discipline are out of the question. The young folks must be educated to habits of carelessness, unthrift and untidiness. Need more be said? It is impossible to have a good school in such a building, and yet we think that the teacher has done as well as could have been expected.

If this was an Illinois prairie instead of an old Massachusetts town, we should have a spacious and costly building of brick or stone, with departments of various grades, and teachers adapted to each one. Shall we not have such a building here?

School Committee.—MARSHALL WILCOX, GEORGE L. CHAFFEE, ARTHUR GILMAN.

LENOX.

The High School, since its commencement, has steadily advanced in public favor; quite a spirit of emulation has been observed in the district schools on the part of many of the best scholars, in striving for early admission to its privileges. The past winter has seen a greater number of pupils than ever before at one term, and we were pleased to notice that many of the lads and young men, young ladies even, came from a distance to avail themselves of the advantages to be derived from the advanced course pursued here.

The top stone of our educational system is the High School. To be crowned with its fullest honors should be the ambition of all young people. Why not? A beautiful prize thus easily obtained. Easily, to all whose ambition is improvement. For the benefit of all concerned, we would respectfully recommend that there be a uniform standard of qualifications established for the admission to this school, also that there be a course of studies prescribed and adhered to, to be taught, that the great varieties of studies and number of classes may be lessened, thereby concentrating the energies of both teacher and scholar, with, we think, great beneficial results to the school.

School Committee.—S. S. JENNE, G. M. MATTOON, THOMAS POST.

MONTEREY.

We have been told that our reports never contain any criticism of the good or bad qualities of our teachers, and we admit the truth of

the statement. Why should we publicly criticize them? If we have any suggestion to make, or any fault to find with their management, it is our place, privilege and duty to make known our wishes to them personally, and so secure an alteration or improvement which could not be done by a public, printed exhibition of their faults. Good teachers will be known, and their good deeds and worthy management insure them more happiness than any word of praise we can bestow in our reports. Complaints also have been made that former reports of schools have done injustice to the town, because the committee have depicted in glowing and glaring colors, the awful condition of many of our school-houses, and because they urge upon the citizens the necessity of taking immediate measures to remodel, rebuild and improve. Therefore we will refrain from making much ado upon the subject, hoping to escape censure by asking a careful consideration of the following interrogatories:—

Are not the enterprise and public spirit of the citizens of a town easily and accurately estimated and adjudged by the appearance and surroundings of the school-houses of the town? Is it not asking too much of children to require them to sit and study, and be content to do so, in school-rooms wholly unfitted, unpleasant and unworthy the name of school-room? Can teachers command the same respect of their scholars, in such a room, as they could in a spacious, well-heated, well-ventilated room, filled with suitable desks and furniture, and furnished with maps, globes, blackboards and all the necessary fixtures found in every well-regulated school? Will not the removal of the old, worn-out school-houses, and the building of new, neat and commodious ones in their places, raise the valuation of real estate more than the expense of building?

School Committee.—A. B. GARFIELD, W. S. LANGDON, M. V. THOMSON.

NEW ASHFORD.

Your committee are glad to report a progressive change in the school interest of the town for the past year. This is made unmistakably evident, not only by an increased attendance of the children upon the means of instruction, but also in the pains taken by parents to furnish and get them out to school. Another mark of well-directed effort in the right direction seems manifest by the voluntary contributions made by individuals to sustain and prolong the schools to a reasonable and sufficient length of term. These remarks, however, will not apply to all the parents and children of the town. For there is a lamentable fact which we would gladly pass in silence if duty would allow. We mean that there is a failure or wilful neglect on the part of some to

send their children to school, even when time, distance, and all circumstances are favorable. This ugly feature in the character of a few persons, if allowed to remain, will have a bad influence in their own families, and in its effects, will prove counteractive to all efforts to put the schools upon a respectable footing or to develop them to a maximum point of interest and usefulness to the rising generation.

Here we also humbly suggest that the school-house should be warmer and lighter, and kept better ventilated than either the meeting-house or private dwelling, and in support of this statement we present the following reasons: In the two last mentioned places children are supposed to be under the observation and care of their parents, or adult friends, while in the school they are often thrown together without forethought or experience, and for six hours in the day are restrained by the discipline of the school-room from changing their places or positions, even if uncomfortable, from the effects of heat or cold. The school-house for a great part of the year is the home of our children: the young and helpless without their older friends. No mother enters there with careful hand to supply their wants or looks in hourly with inquiring glance after the welfare of her tender offspring. It is a place of thoughtless and inexperienced childhood. Therefore the house should be made secure against the inclemency of the season, and especially so in this part of our land where for four months of the year we are exposed to all the severity of a Russian winter.

School Committee.—GEO. W. PHELPS, QUINCY A. ROYS.

NEW MARLBOROUGH.

As it is now generally known the present year commences the operation of a new school law abolishing the district system. As the Commonwealth through its authorized representatives has thus definitely settled this subject, much debated of late, few words are necessary or even proper from us. These few are offered with a desire to secure for the present law the approbation and cordial coöperation of the town. As former committees have presented their views on the same subject, we shall not claim novelty for our opinions. The only argument worthy of notice brought forward in favor of the law just repealed is that the people of the several districts are competent and should be allowed to control their own affairs. Without entering into any lengthy dissertation upon the theory of government, it is sufficient to remark that the desire to possess authority simply for its own sake is unworthy of encouragement, and that the independence of individuals and sections must often be necessarily sacrificed in order to attain the highest general good. That these simple principles justify the

law recently enacted, we think is beyond all doubt, for the following reasons :

1st. Without making personal reference to any of the prudential committees who have served under the old law, we believe that greater disinterestedness in the appointment of teachers may be expected in the future. It is far more probable that a committee of three, responsible to the entire town for the appointment and success of all its teachers, will be uninfluenced by personal motives, than agents in the several districts.

2d. There is a better opportunity for making good appointments under the new law than there was under the old one. As the number of candidates from whom the selections are to be made is enlarged, the quality of the appointments clearly should improve. Out of a given number of applicants a district agent could appoint but one, while the services of the rest, although most desirable, perhaps, in other districts, might be lost to the town ; while in the operation of the new law it is evident no such defect can ever appear.

3d. There is a manifest propriety in the appointing power being vested in those who are by law made the judges of the qualifications of teachers. Under the old system your committee examined the candidates and gave the necessary certificates, while the prudential committees in the several districts, not required by the law to know anything of the ability of teachers, made the appointments. Certainly the new law, by avoiding this inconsistency, has removed one of the defects of the old one. For these reasons, briefly stated, we beg for the present law the earnest support of the town.

School Committee.—T. CROWTHER, S. W. WRIGHT, N. W. GRANGER.

OTIS.

A wise essayist says, "What sculpture is to the block of marble, education is to the human soul." The sculptor must have the ideal of beauty in his own mind before he can hope to make a statue worthy of admiration. Before his chisel touches the rude block he must know the fair proportions and delicate lines that lie concealed beneath the rough exterior, and when the marble stands out an emblem of life, seeming to breathe and to speak, the work is to the artist only the visible reality of his own conception. Thus it is with children that are to be fitted for the high and honorable walks of useful life. They have the elements to be moulded for these purposes. To parents and teachers is committed the task of preparing them for their life-work. Neglected children are ultimately men and women with perverted taste and judgments, and the fit materials for base passions and ruinous

habits. When education steps in to guide and direct their early powers, we find that their improvement and defects correspond in a great measure with the views and knowledge and principles of their instructors. We cannot therefore easily be too solicitous or anxious in these respects. To the proper selection and pay of teachers we must add cheerful places of instruction, suitable books, and other facilities for teaching. We must make more of education, if we wish to reap greater benefits from it. We must feel something like the philosopher who said, "No man goeth about a more godlike business than he that is mindful of the good bringing up, both of his own and other men's children." A solemn trust is thus committed to our charge. It is a work with noble materials, for great and good purposes, and one which also aims to make available the real wealth and resources of the State.

For the Committee.—J. C. JACKSON.

PERU.

One of the things necessary to a good school, is a comfortable and attractive school-room, and with dilapidated old buildings, cold in winter and unpleasant and repulsive in summer, no town can reasonably expect its schools to prosper, however lavish they may be in the means for their support. In supplying suitable school-houses, the old method has signally failed.

Now that this responsibility is transferred to the town, may we not expect a favorable change in this respect? We think no portion of the town will long be satisfied with such buildings as have been so long tolerated in some of the districts. Three of the old school-houses need immediate attention, but we do not advise great haste in building or repairs, as the wants of the town will be better understood after a little experience in the working of the new method.

Teachers too often forget that the moral and social training of children is far more important than intellectual culture, while the heart and conscience remain uncared for and neglected; and that the school-room with its wholesome restraints is not the only place where character and habit are being formed for life. The influence of one vicious boy is often felt to be sadly demoralizing in a school under the immediate care of the teacher, but how often is all restraint removed from more than one vicious, vulgar or profane scholar as the scene changes to the play-ground, and the process of education goes on with accelerated progress, while the teacher imagining herself released from care for the hour, heeds not the lessons being taught. The controlling influence of the teacher should be felt, not only in but around the school-room, restraining the vicious, protecting the feeble, guiding the

erring, teaching the principles of morality and religious obligation, and enforcing their practice by authority.

For all this she is held responsible by the law; for her faithfulness in this respect she must answer to posterity, and the question at the great examination will be, not, What success in teaching the sciences? but "Where is the flock which was given to thee, thy beautiful flock?"

School Committee.—GEORGE WELLS, HENRY A. MESSENGER, MOSES L. CONE.

PITTSFIELD.

With the acquirements of a good Common School education, and good morals in the possession of every citizen, the future stability and success of the State are secure; for intelligence and morality are the natural antagonists of crime and pauperism. When it costs the State two hundred dollars a year to support each person in her penal and reformatory institutions, and less than fifty dollars a year to prepare well-trained teachers for her Public Schools, considering the fact that nine-tenths of public criminals are uneducated, there can be little doubt about the universal benefits of good education. When it costs Berkshire County five times as much for a court-house, jail and house of correction, (to say nothing of the expenses of the detection, arrest and conviction of criminals,) as it does to furnish a year's tuition to every boy and girl between the ages of five and fifteen years in the county, there can be little doubt as to the proper direction in which to judiciously increase the public expenditure. More education for all, and less crime and pauperism is the result; more school-houses, with good teachers, and less necessity for reformatory institutions and their attending expense. Educate the people to take care of themselves, and there will be less need to take care of them. Universal education creates wealth, and gives greater security to property already acquired, if the conscience be at the same time expanded and quickened. Indeed, there is greater need of the full moral development of the rising generation, than of their complete intellectual illumination; for, while different degrees of technical instruction will serve the necessities of individuals in the different walks of life, the expanding, enlightening and quickening of the conscience serves to promote, not only the best good of the individual, but also to strengthen the foundations of civil society; and when we recollect that the children must soon assume the duties and responsibilities of the fathers as citizens, and aid in perpetuating the blessings of liberty, we can but admire the wisdom of the founders of our government, in making such ample provision for the mental, moral and physical culture of the present and future rising generations to succeed them.

The conscientious, intelligent teacher has a much more difficult task to perform in governing his school than any parent could be expected to have in governing his family; for, though the teacher is for the time in the place of the parent, his responsibility is complicated, in that he has not only to govern children from families where they are well governed, but he has them from families where there is a laxity of government, or a want of government, and possibly from those where vice is taught by example; and he who would bring these various and discordant elements together and hold them by one system of management, would need the wisdom of Solomon and the patience of Job, and even then might be pardoned for lacking in theory of government, or the detail of school control, some desirable elements. The teacher, to his school, stands in the relation of all the parents of all the families from which his pupils are derived, and in the often complicated emergencies in which he is placed is fairly entitled to a discriminating and charitable judgment.

Of the means at the teacher's command to secure good order and healthy progress, there is an almost unlimited supply. The difficulty in governing the school lies in selecting for each present occurrence the means best adapted to secure the desired end. The time was when the "birch" and ferule were considered quite as indispensable appliances in the pursuit of knowledge under difficulties, as the prescribed text-books; indeed, it is not difficult to remember the time when a good handful of beech, birch and willow twigs were the regular accompaniment to the opening exercises of the day. But the better sense of competent, discreet teachers, has led them nearly or quite to discard corporal punishment; perhaps the day will never come when the rod will not be the final appeal for the correction of obstinately erring youthful waywardness; but we are quite sure that when the use of all corporal inflictions is reduced to its lowest possible quantity, it will be a happy day for both scholars and teachers, and all parties will be pleased at the result, and our schools make better and quite as healthy progress. There is room for progress in several of our schools, in regard to the exhibition of the rod. That kind of government which teaches the child how to govern himself—which comes from the watchful care of the teacher—is quite as likely to be appreciated and obeyed by the scholar, as that which always and on every occasion appeals to physical restraint.

It is a marked indication of the increased and increasing value of our Public Schools, that parents are increasing in their eagerness to have their children educated in them rather than in Private Schools. But we shall not have answered the just claims of public interest until we so far raise their character that they shall receive the confi-

dence and support of the whole people. It is entirely in accordance with the genius of our republican institutions, that our means of public instruction should be the pride of all the people, and not in any sense a poor bounty for those who are unable to avail themselves of private tuition. Long may they continue to be the pride and receive the support of all classes and conditions of our people.

Superintendent.—L. SCOTT.

SANDISFIELD.

New Hartford Road, Upper South-West and River District, have maintained no school during the winter. The other districts have had two sessions each, of three months or more. If any method can be devised to enlarge those smaller districts, it appears, as a matter of economy and utility, it should be done. We visited one school where there were but two pupils present and one absent.

There are other districts numbering but seven or eight, all told. The aggregate of five districts in town would require the services of but one teacher, could the pupils be brought together, where five must be employed now till the money is expended, to say nothing of the unavoidable deprivation of the children in those districts of that share of schooling to which they are justly entitled.

We are aware that enlarging by consolidation and annexation might be attended with some inconveniences. Some families might be incommoded, but the question is, could not the money be much more judiciously expended, and the inhabitants of those respective districts, and the town at large, be benefited far more, if some project of this kind could be effected and carried out?

Your committee feel warranted in asserting, that if parents manifested as much zeal and devotion in looking after the interest of their schools, and devising the best methods and plans for securing the mental culture of their children, and put forth as much energy, planned with the same precision, and managed with the same shrewdness, as in conducting the business of their professions, farm, shop or trade, there would be an impetus given to our schools in the direction of progress, reform and scholarly attainments, approximating the utopian dreams of the most sanguine. This apathy and manifest negligence on the part of those who should be thoroughly aroused and awake to their duties, proves the worst bane of our Common Schools, and we feel confident that every enthusiastic educator will bear us out in the assertion.

School Committee.—GEO. A. SHEPARD, Rev. R. H. MAINE.

STOCKBRIDGE.

It is strange, passing strange, that those who intend to follow teaching as a profession do not avail themselves of the preëminent advantages afforded by our Normal Schools, to obtain those qualifications which are indispensable to success. There they learn the best modes of teaching—the best methods of arousing and interesting the youthful mind in the pursuit of knowledge—and can see for themselves the difference between the ordinary methods of managing a school, and those which the present day has originated and perfected. We demand that the lawyer, the physician, the clergyman, shall be educated and specially fitted and trained to the duties of his profession. Why, then, do not the community demand that the teacher be thoroughly prepared for his peculiar duties? Surely his duties and responsibilities do not yield in importance to those we have just mentioned. Then let us lay aside all favoritism, all prepossessions and prejudices, and resolve that we will place in our schools only the best teachers; at any rate the best we can obtain.

We would earnestly recommend to those who intend to become teachers, to pursue the course we have indicated, if they would make teaching profitable in a pecuniary point of view. Although this is an inferior motive, and is scarcely considered by the teacher whose aims are high and noble, yet if one has the requisite qualifications to insure success, he may and ought to demand, and will surely receive, a corresponding compensation. The community, likewise, if they demand superior qualifications in a teacher, will be prepared and expect to pay for those qualifications.

It is impossible that any school which is constantly changing its teachers, term after term, or year after year, should ever come to possess any positive influence as an intelligent and successful educator of our children. Each teacher has his own ideas of teaching; and after one or two terms, leaves his place to a stranger, who also has his own methods, so that the successive terms of the school have not usually any personal or educational connection with each other. "Each term is an experiment, which proves nothing but its own failure or success; and it does not furnish, either in its failure or success, a basis for future operations."

This is an evil inseparable from small schools, and also from the district system, which has just been abolished by legislative enactment. There may be, necessarily, and probably must be in the sparsely populated sections of the town or State, more or less small schools; but the public has a right to demand that children shall travel one or two miles even, rather than incur the expense of small,

and, of course, comparatively poor schools. A good school is worth infinitely more to the children of any family, even though they are obliged to travel a considerable distance, than a poor school located in their immediate neighborhood. And then, too, children are much more ready and willing to attend a school in which they are interested, and where they are conscious of making progress in their studies.

Your committee take the opportunity to thank and congratulate the town upon the fact of having at least one school building which is an honor to it. We mean the school-house erected during the past season at Glendale. The building committee endeavored to make it, as far as possible, a model for similar buildings to be erected by the town in the future. Every arrangement which could contribute to the comfort and improvement of the children who attend the school was intended to be provided, and we believe that in the beauty of external finish and completeness of internal arrangement, it will not fall below, in comparison with any similar structure in the county. A most interesting fact connected with the erection of this school-house is, that children not only prefer such a building to a poor, unpleasant and inconvenient one, but that they take pride and pleasure in keeping it in order. And not only so, but they prefer to travel double the distance to attend school where they can have a pleasant and beautiful school-room.

School Committee.—M. WARNER, GEO. T. DOLE, JOS. R. FRENCH.

WILLIAMSTOWN.

We are glad to note a decided gain on previous years in the average of attendance. There is yet room for farther improvement; and we trust that parents, and all friends of our school system, will aid the committee in laboring for this result. With new buildings and good instructors, we shall look for decided progress in this important point in coming years.

We are also pleased to see that the improvement of our general average comes in connection with a larger attendance, and with a decided increase in the number of months during which the schools have been kept.

Comparing the results of the year with those shown by the report of two years since, we find a gain of seventy-seven in the average summer attendance, and of one hundred and one in that of winter. With this encouragement for farther effort, we hope to give the subject of attendance still more attention, and again beg leave to remind parents and guardians of their legal responsibilities.

School Committee.—KEYES DANFORTH, JOHN BASCOM, J. A. ELDRIDGE.

BRISTOL COUNTY.

ATTLEBOROUGH.

Health, happiness, usefulness and life, are valued too lightly, and sold too cheaply, when they are bartered for the mere pittance necessary to erect, properly seat, heat, light, and ventilate good school-houses. They greatly err, who covet and withhold the money that would confer education, usefulness, happiness, and honor, with health and long life upon their offspring.

High Schools.—The High Schools have proved themselves a great advantage to the town in many ways, and have become an essential and established institution. Their benefits have radiated upon the other schools, relieving them of their higher studies, which in a mixed school are almost sure to absorb too much of the time and attention which belongs to the younger classes. But the High Schools with all their great success have been hampered by attempting to go over in three years the course of studies required by the laws of the State and which, to be taught successfully, demand four years,—the time occupied in the larger and better High Schools of the State.

School Committee.—J. A. HEAGY, FRANCIS N. PELOUBET, J. OSMOND TAFFANY, J. D. PIERCE, H. P. DEFORREST, SAM. HUNT.

DARTMOUTH.

As a whole, our schools have been good schools, and decidedly in advance of former years. True, we meet with some whose idiosyncrasy leads them to believe that our schools are sadly retrograding. Such peculiarities of temperament lead some honest and otherwise intelligent persons to believe that all old things are much superior to anything new. Such stationary minds are fully persuaded that the fruit they ate in childhood was far superior to the choicest varieties we now have, and they are very positive that their wives and daughters can prepare them no food equal to what their mothers cooked for them in their boyish days. It is useless to reason with such. Though they are met with stubborn facts at every turn, they do not think their position can be controverted: they do not and cannot be made to realize that they look at everything from a different point of view than when they were children, and that could they pass through the same experiences now their impressions would be strangely modified.

School Committee.—FRANCIS W. MASON, JOHN GREY.

DIGHTON.

Scholars should aim at preparation for the future, and not merely at the accomplishment of the task of to-day; they naturally wish to live long and happy; let them remember that we live by thoughts, not moments; that we make life more intense and happier by mental activity. The active mind finds food for thought and pleasure everywhere. The pebble and the sod, the flower and the star, the sunshine and the breeze, the whole vegetable and animal world furnish subjects for study and meditation, for useful and pleasurable instruction—some question to solve, some discovery to gratify and improve the mind.

The children in our schools are, so far as qualifying them for citizenship goes, a trust committed to the voters of this town. The law makes their education the care of the town. This it does because their education is a public benefit. Property is enhanced in value if it is an intelligent and virtuous community—it is more secure; the social privileges offered by it are better. There is not a worthy interest which is not promoted by the education of a community. So that it is just that all, whether parents or not, should participate in bearing the expense of education. All are benefited. And it is easy to see that the education must be such as is suited to the times, in order to receive the benefits. More is now demanded for enlightened citizenship, therefore more must be done to prepare for it. We are really pushing the children on the stage forward to fight the social battles of their time, to cope with infidelity, intemperance, vice in all its forms, and political questions of the greatest importance. The whole world is brought within speaking distance of them, and they must know more about it than we do. They will be met in their conflicts by skilled antagonists, and shall we not furnish them with the skill and the arms needed for an equal interest. Six years ago you would have thought it madness to send out soldiers without equipments. Is it any less madness to send our children unequipped into the battles of life that await them?

School Committee.—GEORGE E. GOODING, C. W. TURNER.

EASTON.

A prime evil may many times be traced to the selection, employment and changes of teachers. We are not disposed to find fault with our teachers; in most cases their fidelity deserves praise, and they succeed as well as could be expected in the circumstances in which they are placed. Our complaint is not of individual failures,

but of a false and pernicious system. Teachers come among us for one short term of service; rarely they remain perhaps two terms, but in general just as they begin to be acquainted with their charge and prepared to work to advantage, some slight prejudice, or preference, or whim, or the mere custom of changing, sets them aside for others.

School Committee.—OLIVER AMES, 2d, EDWARD R. HAYWARD, GEO. G. WITHINGTON.

FAIRHAVEN.

If, on trial, the teacher is found not fitted for the school-room by thorough literary qualifications; if he lacks the power to govern, or the skill to communicate knowledge, to enliven the imagination and awaken the interest of even the dull scholar, he must fail, and no intrinsic qualities should weigh at all in our estimate of his fitness, or against our decision to fill his place with another. No matter what popularity he may have gained in the community, no matter how estimable he may be in every other relation, his place is not in the school-room as a teacher. The sympathy we must feel for him for loss of occupation or disappointment should not restrain us from the discharge of an unpleasant duty. Our stronger sympathy must be reserved for the children whose interest it is our duty to guard, and for whose benefit alone the schools are maintained. Unless committees act conscientiously in this matter, without fear or favor, and unless the community sustains them in their action, we shall never rescue our schools from the palsyng presence of the incompetent teacher.

It is a mistake to allow a pupil to enter the High School without such a preparation in the elementary branches as shall qualify him to undertake the severer studies of the course, and go on with them pleasantly and profitably. The disadvantage of admitting pupils at too early an age, and without the preparation requisite for advancing with the class, we see examples of every year. The novelty of the change from the lower to the higher school soon wears away, but the burdensomeness of the unequal task increases till it ends in disappointment and disgust. The school loses its attraction, and the dissatisfied scholar is suddenly seized with an ambition to undertake the labor belonging to a later period of life, for which his imperfect education inadequately fits him. He abandons the school.

Chairman.—ISAAC FAIRCHILD. *Secretary.*—CHARLES DREW.

FALL RIVER.

Early in 1868 a school was established by your committee for the education of the children between ten and fifteen years of age em-

ployed in our mills. It is a new power in our midst, and its creation was one of necessity. Here the factory operatives are furnished with the facilities for making accessions to their scanty acquirements. The rudiments of the common branches are taught by competent teachers, and there is every reason to believe that many children have obtained, and others are obtaining therein, a knowledge of reading, spelling, writing and arithmetic, which will be of great service to them in future life. This school, like our evening schools, reaches a class of persons whose education has been sadly neglected. The neglect, in many cases, has not arisen from a want on the part of the parents of a proper appreciation of the benefits which a good education might give; but in very many cases, on account of the urgent need of many industrious families of the earnings of their children.

For the past year this school has met our most sanguine expectations. Our mill agents have coöperated heartily with the committee and superintendent for the establishment of this school, and for the successful working of all the details of which they need take cognizance. Indigent parents have met the stern requirements of law with commendable courage; for they seem fully to realize that the pecuniary loss which they sustain by losing the child's earnings, may be for his greatest future good.

Perhaps no equal amount of money expended by the city for schools, gives promise of so great and good results as the sum required for carrying on this and our evening schools.

Much credit is due our superintendent for his earnest and well-directed efforts for the improvement of our schools during the past year. His labors have been arduous, having made seven hundred and eighty-three visits to the different schools during the year, besides performing all other duties, which are neither few nor insignificant, pertaining to the office. An increased interest among our teachers in their work, a greater uniformity in teaching and in the results obtained in the school-room, and the prosperous condition of our schools, are among the fruits which his labors have largely contributed to produce.

It is with great pleasure we notice the interest our teachers manifest in attending the "Teachers' Meetings." These have been held in the school committee's room once a fortnight during the past year, and questions connected with the school-room have been freely discussed. At these meetings the superintendent has given many valuable suggestions upon methods of teaching, &c., and has in many cases remedied defects in our schools more promptly and effectually than he could have done in any other way. They are a very valuable auxiliary to our schools, and we hope to see them increase in interest until

they produce their maximum amount of good effects. In order for teachers to keep pace with the progress of the times it is absolutely necessary that they should meet frequently, and interchange views; for as "iron sharpeneth iron, so a man sharpeneth the countenance of his friend." Their beneficial effects are observable in the schools.

School Committee.—WM. CONNELL, JR., JEROME DWELLY, BENJAMIN EARL, SAMUEL M. BROWN, AZARIAH S. TRIPP, CHARLES J. HOLMES, FREDERICK A. BOOMER, ROBERT ADAMS, ROBERT HENRY.

Map drawing in connection with the study of geography has been made a daily practice, and much interest has been thus added to the study, and a real progress made. In some schools my ideal of model teaching in this branch is realized. The pupils are sent to the board without books, and required to draw a map of a State or county. As if by magic, the mental picture is transferred to the board, and in the five minutes given, every mountain, river, cape and headland appears. Then follows a clear and condensed statement of the physical, political, agricultural and commercial character of the county. Such knowledge is practical and valuable.

Within the past few years the character of Public Schools has greatly changed. From being schools of a low grade, for the instruction of the children of those who were unable to patronize the private institutions of learning, they have become the schools for the whole people, giving the best education to children of the rich and poor alike. Instead of rude, cheap buildings, upon land valueless for other purposes, costly edifices, furnished with every convenience, are erected upon the most beautiful sites that can be selected. A corresponding improvement in the methods of teaching is demanded, and to meet this demand special preparation is needed as for other professions. To obtain such teachers, salaries have been raised until the average salary in the profession is at least equal to that of other employments, and Normal Schools have been established as professional training schools for this work.

To elevate the schools and to encourage those who exhibit a talent for instruction, but who are unable to go from home to prepare, the Training School on High Street was organized. Several have been prepared there for Primary teaching and are now doing good work in our schools, and others are now in preparation for the work.

There are now four teachers in the High School. I would earnestly recommend that to the three years English course a year of Normal instruction be added for those who intend to teach, and that those who are to become applicants for positions in Intermediate and Grammar Schools be required to take this Normal course before receiving

employment, and that during this year they have the privilege of acting as substitutes in the schools. I would also recommend that those seeking positions in Primary Schools, after graduating from the three years course in the High School, should be required to spend six months in the Training School, and the same privilege of substituting be given to them.

While I think that no one should be employed as teacher who is not competent for the work, I would afford every opportunity to the graduates of our High Schools to qualify themselves and obtain positions. If the community could as readily detect the difference in the value of teachers' labor, as of that in other employments, those having charge of schools would not be so often blamed for their action, and could act always in accordance with their own judgment.

Factory School.—By the opening of Morgan Street building and transfer of pupils, two rooms capable of seating two hundred and fifty pupils, were left vacant in Anawan Street. The central position of this building rendered it a suitable place for the proposed school for factory children, and on the first of May a school was organized under Mr. Charles Hicks as principal, by taking one-third of the children under fifteen years of age at that time employed in manufactories.

The school was in session the remainder of the year, or three terms, with one-third of the children in attendance each term. When a pupil has completed the term of twelve weeks according to law, a certificate of the form given below is made out for him, with which he returns to the mills and obtains work. This certificate is good until the corresponding term of the next year. On the first of January, 1869, one-fourth of the children were taken from the mills. These will go back at the close of their time, and on the first of April a second division will be called out, the first of July a third, and the first of October a fourth. The school is kept in session during the fifty-two weeks, or thirteen weeks in a term. This enables pupils to make up lost time and receive certificates without delay, the teachers when absent furnishing substitutes.

Whole number registered, first term, boys, 107, girls, 91; second term, boys, 116, girls, 103; third term, boys, 120, girls, 89. Total, 626; received certificates, 596; moved out of place, 30; average attendance, 201; per cent. of attendance, 87.

The working of the school thus far is entirely satisfactory, and clearly demonstrates that, for our large factory population, we have as good a system as can be devised. As three-fourths of the children remain in the mills, there is no lack of help, and the families where there are three or four children of school age, lose the wages of but

one at a time. By the establishment of a separate, continuous school, the pupils are better classified, are taught in a more practical manner, and accomplish more without loss of time; while the regular schools are relieved of pupils who would not classify, and could not pursue the course of study there to advantage.

The children have been industrious and orderly, learning rapidly, and showing a strong desire for improvement, while the testimony of those employing them is, that their school discipline makes them more efficient as help.

All who have visited the school, I think, feel satisfied that the very best results are being achieved. It has been visited during the past term by members of the school committee, and by Major E. J. Jones, State Constable, Gen. H. K. Oliver, Deputy Constable, the Superintendents of Public Schools of Salem and Lawrence, and by many others interested in education.

Gen. Oliver in his report speaks of it as follows:—"The success of the enterprise has made friends of the early doubters, and now its permanent continuance and success will be looked for and expected by all the good people of the State. I know of no similar school in Massachusetts, and cannot but express my great gratification at its creation, and my earnest hope for its stability. To secure that, the encouragement and aid of the city, and of its manufacturers, are all that are needed, and if these be permanent we may hope to satiate in some degree this craving hunger of the heart."

The certificates this year will be in four colors, to mark the four terms, and one only will be given to the pupil instead of two as last year. The following form will best explain the method:—

School Certificate, 1869.—For the third term of the year ending Sept. 30.

This certifies that _____ has completed on this _____ day of _____ the term of three months in school in accordance with the provisions of the law. _____
M. W. TEWKSBURY, Supt. of Schools.

Directions.—This certificate is good until the first of July, 1870. It is to be taken by the Overseer when the child is employed, retained during the time that he is at work and given to him when he leaves to obtain work elsewhere or to attend school.

No child under fifteen years of age has a right to be employed in any manufacturing establishment unless he can present such a certificate to the employer.

Certificates of 1868 are good until the child is called out of the mills to attend school in 1869.

While I would return sincere thanks to agents and owners for their hearty coöperation in this work, and for the time and attention which they have devoted to it, without which the plan could not have been

carried out successfully; I would entreat all those who have control of the employment of children to see that none are employed who have not a proper certificate, and to give preference to those holding certificates over those who claim to have recently come to the city. In some instances those sent out of a mill to enter school have gone to other mills, and, by claiming to be new comers or by some other pretence, have obtained work.

Teachers' Meetings.—These meetings have been continued semi-monthly throughout the year, with no abatement in the interest. Their influence on the schools has been marked and encouraging.

The attendance has been very good, averaging about eighty per cent. of all the teachers living within a mile of the place of meeting. The effort during the past year has been not so much to discuss and settle questions pertaining to school government, as to explain and illustrate the best methods of instruction in the different branches pursued in school.

All the male, and several of the female teachers have taken an active part in these meetings. By keeping fresh the subjects taught in the school-room, and by giving a wider range to instruction, these meetings have been of the highest value. They are appreciated accordingly by every instructor who loves progress, as giving him an opportunity to exchange views, and compare methods and results with other teachers. That they have and will continue to exert a beneficial influence upon teachers, and through them upon the schools, no one doubts.

The number of those who have manifested no interest in these exercises is very small, and I venture to say that nowhere else in the State have similar meetings been more fully attended or better sustained than here. It is true that the instruction given cannot take the place of full and special preparation for teaching; but it will tend to increase knowledge, quicken thought, correct wrong theory and practice, and infuse life and enthusiasm into all the exercises of the school-room.

All energetic and progressive teachers ever have and ever will value such opportunities to meet and exchange views; and those who do not feel the need of improvement will be those whose indifference to progress is only equalled by that of their pupils.

Superintendent.—M. W. TEWKSBURY.

MANSFIELD.

The first requisite of a good school is a good teacher, but good teachers must be paid; if not sufficiently remunerated we can expect

no great proficiency, or that they will continue long in service. The average price paid our teachers the past year was about \$28.00 per month; the average length of school about six months; hence the sum total of a teacher's wages averages \$168.00 per year,—a less sum than has been sufficient some years to support a town pauper. It is no reason for keeping their salaries low that fifty applicants could be found for every situation. The same would be true if their pay was only half what it is. We do not want everybody and anybody who offers for service. We want to have the best teachers, to select those best qualified, and to give a rate of salary which shall induce a certain permanency in the position. Some teachers are paid enough; they would in fact be dear at any price. Their pay should not be increased unless there is a corresponding increase in their efficiency.

I do not think there are many in our schools who injure their constitution by hard study; still the subject of physical education should not be overlooked. The plan generally adopted of compelling pupils to study during recess ought to be excluded from the list of punishments. It is a most effectual means of giving a pupil a dislike of study. If a scholar of ordinary ability fails to learn his lessons, it is evident that he takes but little interest in them, and the aim of the teacher should be to awaken a love of learning, and a desire to acquire it. If a teacher finds by experiment that a pupil acquires an affection for his books and lessons by being confined when others are taking recreation, we should, to say the least, be rather surprised. It is a child's business to grow and gain knowledge by observation. The mind cannot be strong unless the body is vigorous. It is a wrong idea to suppose that the more hours a child is confined over hideous figures and revolting grammatical rules, which he cannot understand, and which it was never intended he should understand, the more he will learn.

Superintendent.—T. E. GROVER.

NEW BEDFORD.

The Superintendency and the Superintendent.—Of the system of Superintendency of the Public Schools as pursued in this city, we speak with much confidence, believing fully in its efficiency and usefulness; the wonder with us is, not that our large cities and towns should create such an office, but that they should ever have done without it. For a moment to suppose that a public interest of such importance in any community as that of the Common Schools, having such a variety of details involved in its administration, and at the same time only to be made efficient by unity of operation and per-

fect method and sagacious diligence of oversight, should be capable of being as well cared for by imposing the duties on a number of persons having other and pressing occupations, and seldom with the right kind of training for the performance of those duties, as they can be by one competent executive officer, who will give his whole thought and time to the work, is to set at naught all the lessons of experience and the course of action that is considered indispensable in connection with all other affairs. Without an officer whose duties extend over all the schools alike, some will be attended to while others will be much, if not altogether neglected. Again, there are many very important, and even some delicate duties, that concern the discipline of the schools, the treatment and disposal of offenders in cases that exceed the scope of the teacher's authority, and the relations between parents and teachers, when dissatisfaction in some way or other occurs, that are likely to be superficially and many times inadequately attended to, unless some one person, convenient of access, is clothed with the authority necessary to attend to and determine them.

Properly to appreciate the importance of the station he fills, one need but follow with his observation the labors of our Superintendent, not only in the schools, but in his office, where the many and varied demands upon him require the entire time which he can devote to that branch of his duties.

In all the new States of the Union, when school systems are formed, it is a striking and conclusive fact, that not one of them adopts the old one of administration by committees, but has made the office of superintendent an organic part of that system, under the control of the committees, and nowhere in New England, where the office of superintendent has been once created, has it been known to be abolished.

Chairman.—GEO. HOWLAND, JUN.

Truancy and the Ungraded School.—At the meeting of the board in November, earnest remarks were made by several members respecting the number of boys to be seen in the streets of late during school hours; and the statement was repeatedly made that the vice of truancy is evidently greatly on the increase. These statements excited the deepest interest in the board; and after an animated discussion, of which the commitments to the Farm School, the character of that school, the truant officer and his duties, and other points relating to the general subject, constituted the topics, the whole matter was informally referred to the superintendent, with a request that he would thoroughly investigate the facts, and give them matured attention in his Annual Report.

I felt quite sure while the discussion was in progress, that the gentlemen who assumed that truancy is on the increase, were laboring under an entire misapprehension, and immediately sent a request to the principal of each prominent school, desiring a reply to the following questions:—

What has the per cent. of cases of truancy been in your school during the term? How do these cases compare in frequency with those of previous terms? Is it your opinion that the vice is on the increase?

All the replies to these questions, with a single unimportant exception, were to the same effect, viz.: that the number of truants the present term does not exceed that of previous terms; and that the vice of truancy is not on the increase. These returns include that from the Ungraded School itself.

Of course reference is had in these returns only to those scholars who have actually entered the schools during the term and whose names appear on the records. None else can be reckoned as truants during the space of time covered by the term.

Who then are the boys so constantly seen in the streets in school hours as to give the impression of a large increase of truancy? They are individuals of the scores, who, neglected, or defiant of parental authority, having no connection with the schools, are at large all the day, growing up in idleness and vice. They are those who are not amenable to the truant law, and are to be coerced into the pathway of right, if coercion be necessary, only through the instrumentality of that other law relating to "neglected children," by which the legislature intended to supplement the truant law, and accomplish the beneficent end that no child shall be suffered to grow up in ignorance. And this leads us directly to the question, What measures have been put in operation to execute these laws during the year, and how effective have they been?

Mr. L. D. J. Sears has been the officer appointed to execute these laws, and he deserves the same hearty commendation for his labors in this sphere of duty during the past year, that the committee cordially accorded to him for those of the year previous. He has promptly answered every call made on him by the teachers, has visited from time to time a considerable number of the schools in the prosecution of his duties, has brought children who were at large in the streets to school, and where extreme measures seemed necessary, has prosecuted the cases in the police court, so that the offenders might be sent to the Farm School. The results of his agency, so far as they can be expressed in statistics, are contained in his annual report lately made to this department. From that report it appears that the number of complaints he has made in cases of neglected children, and commit-

ment to the Farm School, is sixteen ; their ages ranging from six to fifteen years, and the terms of their commitment from five months to seven years.

The number of truant boys, sent to the Farm School, has been twelve ; their ages ranging from seven to thirteen years, and their terms of commitment from six months to two years.

In addition, six truants, whom he has complained of, have had their cases continued ; six boys have been sent to the Farm School for larceny ; fifty-four have been picked up on the street and put in school, and sixty locked up for a short period in the station-house, to induce reformation.

But the many children who are still roaming the streets in school hours prove that the arrests which he has made, and the other means of intimidation and persuasion that he has employed, have not been effectual to prevent others from pursuing the same vicious courses. Something more is plainly necessary. The Ungraded School, important as it now is, might have had twice or even thrice as many on its rolls, if adequate measures had been put in requisition to rescue the reckless or neglected youth of this city from the pathways in which they are treading to destruction.

The truth is, and I trust it will sooner or later exert a stimulating influence over the minds of those who have power to remedy the defect—it is not enough that a police officer should be clothed with the authority to arrest truants and neglected children, and the exercise of his duties under such authority be made merely an incidental appendage of his regular duties as a police officer. They will inevitably receive, under such circumstances, only a partial performance, and will be most neglected in the most important particulars. It is of great service to have a prompt response to the summons of a teacher when a truant is to be looked after. But as has already been remarked, the positive truants constitute only a small percentage of the children whose rescue from impending ruin is demanded by the interests of both society and humanity. It is not threats—it is not coercion—it is not prison doors and bolts and bars that should be relied on to accomplish this great work. Even if they had terrors fearful enough to effect it, they should be appealed to only in the last resort. Nobler, humaner agencies should first be tried. We ask of the city government a truant officer, who, during the term-time of the schools, shall give his entire time to effort in his vocation. Among his first undertakings beyond the immediate demands of duty, we would have him make a thorough canvass of the city, that it may be ascertained how many children there are of the legal school age, (that is, between five and fifteen years,) so that we may know how many of that age

are receiving no benefit from our Public Schools. We want then to know into what classes these latter are distributed; how many are at work in the various mills, or elsewhere; how many are necessarily detained at home; and lastly, how many there are who are not at work, and yet are never at school. Of this last class, he should make a clear and explicit record, giving their names, ages, places of residence, and whatever other circumstances would help to a full understanding of their condition and character.

He would thus be in possession of data to guide him in endeavoring to act on this unfortunate and perilled class of youth. And it would then be incumbent on him, to make himself familiar with their names and persons, and follow them up, taking them, not to the police office, but to school; to follow them up, visiting the highways and by-ways where the idle and reckless are in the habit of congregating, and while kind and parental in his treatment, to be firm and resolute in purpose; and to suffer none of them to enjoy peace enough in their idleness to make it a satisfaction to be absent from school.

Again, he should make the acquaintance of those parents who are careless about the welfare of their children, and do not enforce their regular attendance at school, and seek to gain their confidence and persuade them to a better fulfilment of their duty.

Surely, when scores, perhaps hundreds of children are in the category of the dangerous classes of the city, because growing up in idleness and ignorance, it is worth the while of the city government to institute the simple measures that we urge upon them, if perchance it should be found possible to diminish their numbers and elevate their character.

The Evening Schools.—The Evening Schools were opened this year under auspices quite as promising as attended them the previous season. The number of scholars in the Centre School in Sears' Hall is equal to that of former years, and, under the charge of competent teachers, the school is doing from week to week, in a quiet way, that good to servants and others who have not enjoyed the advantages of education in early youth, which makes its opportunities a signal blessing.

The North School was established with express reference to the youthful operatives in the Wamsutta Mills; and I desire very earnestly to enlist your attention and interest in the question of its success and importance.

Of the hundred scholars or more, who are on its rolls, nearly all are at work in the Wamsutta Mills. Hailed with joy by their parents, as a favorable opportunity for them to acquire the rudiments of an education without intermitting the labors on which the families to which

they belong partially depend for subsistence, those parents exercise their authority to continue them regularly in attendance as long as the school may be maintained.

When these scholars are questioned, facts of serious importance come to light. The laws of the State forbid manufacturing establishments to employ any child who is under ten years of age, and require that every child they may employ, who is between ten and fifteen years of age, shall have twelve consecutive weeks of schooling, each and every year. But quite a large per cent. of these scholars have been at work without intermission for more than one year, a considerable number for more than two years, ten or twelve for three years, and I found seven, all apparently under thirteen years old, who declared themselves to have been in the mill, without intermission, for at least four years.

Thus the law, not here only, but everywhere throughout the State, remains a dead letter in the statute book. The mill agents are not willing to undergo the trouble and irregularity that would be occasioned by compliance with it, and even if they were, the needs or the greed of the parents of the children who are employed would interpose almost insuperable obstacles to the attempt. In Fall River, where there is a very large manufacturing population, a plan has been put into successful operation to maintain a school made up of children who work in the mills, so as to fulfil the requirements of the law. But this has been accomplished only through the coöperation of the agents of several mills, and would not be practicable under other circumstances.

In the hundreds of places, for instance, where there are many small manufacturing establishments, and children are employed by scores in the aggregate, but apart from each other, so that their places could not be easily supplied if they were discharged to attend school, it is idle to expect compliance with the law. It will be equally futile to attempt to enforce it.

I cannot believe, therefore, that anything is to be gained by the enactment of more stringent measures. But the question, rather, recurs with a power that accumulates force through the lapse of time, Is not an Evening School for mill children, to be maintained at least six continuous months of each year, the only possible method to solve the perplexing problem, how children at work in the manufacturing establishments may receive some measure of education? We have proved that such a school may be a splendid success. I am quite sure that it accomplishes as much, or nearly as much, in the course of a season, as is accomplished by attendance on a day school for three months. And not only will it secure what the law proposes to secure

to the children, but it will also relieve the mill agents of a vexatious and distasteful responsibility, and rid the day schools of an exceptional and very difficult class of scholars.

I know how strong the argument is, that it is cruel to force children, who have been confined all the day, to devote themselves to study in the evening. "But," to quote from my last year's report, "in reality the kind of labor to which children are put in the cotton mills is not very onerous, while a change from toil of body to toil of mind is, in some respects, a relief. Again the number of hours of labor required of children in the mills is considerably less than was formerly the case, so that this argument, once conclusive, is deprived of much of its force. And finally, no evil that is merely problematical should be allowed to outweigh the wrong of permitting so many youth to grow up in ignorance; a fact that has nothing problematical about its harsh and dangerous features."

In a late interview which Mr. Bennett, the agent of the Wamsutta Mills, had in company with Gen. H. K. Oliver, the State officer to whom is entrusted the enforcement of the laws respecting children employed in manufacturing establishments, he expressed his entire satisfaction with the results of our Evening School, and his hearty accord with me that a modification of the law, so as to recognize the sufficiency of such schools under proper limitations, is the true step to reach a solution of the vexed question I have been considering. And if the incoming board shall sympathize with these views, and are disposed to attach to the subject the importance that surely belongs to it, I trust that they will take measures to urge on the legislature the passage of an Act making six months evening schooling an equivalent for the three months day schooling now required by law. It is reasonable to suppose, as a matter of selfish consideration, that if such an Act could be obtained, and thus the authorities of the Wamsutta and other mills among us, that employ children, be relieved from the vexatious requirements of the present law, aid would be furnished by them, not only to erect a suitable school-room, but also towards maintaining the school.

High School.—I will now arrange the programme of studies for the first two years, in accordance with the previous suggestions:—

First year—Fourth Class,—1st Six Months.—English Language and Literature, including, progressively, Reading, Syntax, Analysis, Synonymy, Derivations, Prefixes and Affixes, Composition and Rhetoric. Three recitations a week.

Latin in place of English, at the option of the scholar.

History, two recitations; Algebra, four recitations; Physical Geography, four recitations.

2d Six Months.—English or Latin, History, as before; Algebra, three recitations; Book-keeping, two recitations; Physiology, four recitations.

Music, Drawing, Declamations, Vocal and Physical Gymnastics, throughout the Course.

Second year—Third Class,—1st and 2d Six Months.—English or Latin, History, Natural Philosophy, as before; Geometry, four recitations.

French may be begun during this year as an optional and extra study.

I ask the careful attention of the committee to this striking and important fact, that the studies thus arranged as best adapted to the first half of the full course, are also, Latin being optional, precisely those that would be likely to be selected to make up the programme of a two years' course.

The programmes of study for High Schools used to be arranged on this basis: first, to require attention to such branches, without reference to practical utility, as it was thought would best discipline the mind; and afterward to introduce those that can be put to practical use.

At the same time, it has long been an established fact that one-half the scholars who enter our High Schools drop out before the end of two years. Such scholars, therefore, under the old regimen, acquired little or nothing that they could put to appreciable use. I have known scores in class after class, who were morally certain to cease their schooling in eighteen months or two years, confined during the whole period to Analytical Mathematics, Latin and Ancient History.

The imperfection of such arrangements was manifest. And accepting the old basis, without question, as the only proper one for scholars who were to remain connected with the school through the entire course, and therefore to be preserved intact, school committees, in order to afford those who could remain only two years or less, some practical instruction, began to institute a shorter course, constructed of quite different studies.

Members of our own committee, in past years, acting under the same impressions, have been zealous to engraft a shorter course on the curriculum of our school.

But it is a singular fact, that wherever such abbreviated courses have been put in operation, they have proved very nearly a failure, because the most of those for whom they were instituted have declined to avail themselves of them. Whether pride has persuaded those concerned, as though there were less honor in pursuing the shorter course, or whether few of those who enter High Schools are willing to accept it as a foregone conclusion, that they cannot complete the full course, or what other influences may be at work, I know not; but certain it is, that only a small per cent. of each class adopt the shorter

course. I have obtained information from so many quarters on this point, as to prove these adverse influences to be almost universal.

Since, therefore, the prosecution of such a course is an interference with the main organization of a High School, and also involves additional expense, it would certainly be inexpedient to establish it. And it is all the more satisfactory to find, after allotting the studies on a proper basis, that the supposed necessity for such a course disappears.

The principles on which the curriculum should be formed have been discussed, and the studies arranged in appropriate order for two years. The remainder of the task is comparatively easy.

The study of "The English Language and Literature" is to be continued, with the attendant branches, throughout the course.

History is to alternate with the study of English to a point that can be better determined after a practical experiment of the time requisite to go over the ground that may be thought necessary.

Trigonometry, Surveying and Astronomy alone remain of the Mathematical course. And the only suggestion that I care to make is, that Surveying should be brought into the season of pleasant out-door weather, so as to be practically exemplified in the streets and the fields. Nothing is more preposterous than to confine within the walls of a school-room, to be poorly taught as abstractions, studies that may be made intensely interesting and effective, by being put into active operation out of doors.

The natural sciences are to follow each other according to the law of dependence, giving heed to the propriety of assigning botany to the summer time, that it may be studied practically in the gardens, fields and woods.

The Constitution of the United States, and the main features of our political history ought surely to be well understood by the youth of a republic, which entrusts to the hands of its citizens at large the control of its destinies. Some knowledge of the elements of political economy, also, should be universally disseminated. As has well been said, "the relation of capital to labor, the laws of supply and demand, of trade and commerce, the principles which lie at the foundation of national prosperity never needed to be understood more than now. Just emerging from a gigantic civil war, with business deranged and with a heavy national debt, it becomes us to see that the rising generation may, as far as possible, understand the conditions of the problem, how we shall best secure our individual and national prosperity." And the very circumstances that demand the introduction of this study, insure its interested pursuit. For they offer to the selection of the teacher an exhaustless variety of practical illustrations, out of the very heart-life and history of the nation.

Intellectual and moral philosophy are branches of study to be found in the curricula of most High Schools. But I am earnestly opposed to giving a place to the former, and have grave doubts as to the expediency of doing so to the latter. In the first place, mental science, dealing as it does with the phenomena of the inward life, "the lights and shadows that come and go on the field of consciousness," is so thoroughly abstract as to be repulsive to the immature mind. We have the authority of Locke for asserting that an ineradicable disrelish for the metaphysics is often produced by forcing a too early attention to it, in minds that a few years later may hunger for the nourishment it affords. And we have the authority of familiar observation for asserting that Locke's statement is too often verified. Our colleges defer the study of metaphysics to the senior year; and even then, as their graduates will testify, a marked disrelish accompanies its pursuit, except with the few whose minds are predisposed to processes of pure intellection. With the most of High School scholars who are put upon the study, the word "disrelish" will not by any means express the degree of their revolt.

These facts, it seems to me, should settle the question, and determine school committees to eliminate the study from their High School curricula. Of course, I offer no disrespect to one of the noblest branches of contemplation and inquiry, when I say that it transcends the immature powers of those for whose culture we are providing.

Moral has more concrete relations than mental philosophy, and is proportionately more appreciable by High School scholars and interesting to them. Still it is abstract enough, at times, to occasion them sore perplexity, and because in such parts beyond their apprehension, to give them a feeling of repulsion. But this is not the sole objection, that weighs with me against it, as a High School study. The nature and bounds of moral obligation are not yet determined, in some of the most important regards, and the pros and cons of differing theories are brought under discussion in the text-books on the subject. Questions of casuistry, too, are frequent in the progress of ethical inquiry, that seem to leave the laws of obligation unfixed and ambiguous. Now I have sincere doubts as to the propriety of submitting profound moral problems to the judgment of the immature minds of our school boys and girls. It seems as though the admission, involved in the fact of the existence of these problems, that there is a margin of uncertainty in regard to the nature of our moral obligations and the limits of our duty, might tend, with those not old enough to grasp the subject in all its vast and sublime relations, to weaken the sense of moral responsibility. I may exaggerate this danger; still, when I take in connection with it, the objection before

considered, growing out of the unsuitableness of the abstract reasoning on the theme to the age of our scholars, I incline to think that the study had better be omitted from our High School course.

A very effective exercise has been had in our High School for the last two years, for the special purpose of enabling those young ladies who intend to be teachers, to review their Grammar School studies, and become familiar with the best methods of teaching them. An opportunity is thus given to all the members of the first and second classes to refresh their memories and to renew their intercourse with arithmetic, geography, &c., at an age when the principles of these branches will be more thoroughly understood than before. I should deeply regret the cessation of this very useful course of study, and suggest its preservation, under the head of "normal reviews."

The programme, as thus sketched, gives us the following order of studies for the last two years:—

Third year—Second Class,—1st Six Months.—English language and literature, with attendant branches, three recitations a week, (Latin the alternative;) history, two recitations; trigonometry, to be succeeded by astronomy, four recitations; French.

2d Six Months.—English language and literature, or Latin, four recitations; astronomy, surveying, four recitations; geology, four recitations; French.

Fourth year—First Class,—1st Six Months.—English language, or Latin, three recitations; Normal reviews, two recitations; constitution, political history, four recitations; natural history, French.

2d Six Months.—English language, or Latin, three recitations; Normal reviews; two recitations; political economy, three recitations; botany, French.

Those who are fitting for college must, of course, have a programme of study essentially different from the above.

Special appropriation for object lessons.—The finance committee of the city government, in their report last spring on the appropriations for the ensuing year, advised an appropriation of five hundred dollars to the schools for object teaching. This was granted by the city government, and the money placed at our disposal.

It has been expended with a careful endeavor to realize from it what would be most to the advantage of the schools. Accordingly, reference books adapted to the special range of study of each class, the most approved charts for teaching language, drawing, colors and natural history, and boxes and counters for teaching numbers, have been supplied to each Primary School that is so far graded as to be able to make such appliances available. Sets of measures also, to illustrate the denominate tables, have been furnished to the Grammar Schools.

The advantages derived from the possession of these aids have been striking. I am confident that no corresponding amount of money has

ever been expended in behalf of our schools, that has been more profitably turned to account.

The most of our teachers are consciously put at an immense disadvantage in their efforts, through want of ability to draw; to express on the blackboard through the hand, promptly and effectively, what they vainly endeavor to impart an accurate conception of by means of words. In the Primary Schools especially, almost the only obstacle, with some of the teachers, to such success as would make their schools models of excellence, is this same inability to draw. One of the most important instrumentalities for training the senses to observe sharply, and the fingers to manipulate deftly and gracefully, is therefore necessarily left in abeyance.

The exercise of drawing, widely practised as it is now in our Grammar Schools, is exciting, I think, an ever increasing interest, and has been the means of developing instances of remarkable genius. It is to be hoped that the young ladies of the High School, who propose becoming teachers, will remember that the chief advantage they should obtain from the exercise is not skill to copy pictures from flat surfaces, but skill to go to the blackboard, and promptly and artistically sketch, at a moment's notice, any familiar object that may be named; a flower, a tree, a dwelling, a piece of furniture, a vessel, an animal. Then they will have possessed themselves of an accomplishment that will add immeasurably to their worth as teachers when they shall be put into the school-room.

In Prussia, where the government is very earnest to have the masses trained to habits of rapid and accurate observation, and ready and graceful manipulation, so that they may be most useful to the state, and is resolute to have no opportunities wasted through any unskilfulness, it would as soon authorize the employment of teachers who could not see, as those who could not draw. And I suggest, for the sake of our own schools, that when new teachers are to be employed, the power to draw shall be considered an essential qualification.

Superintendent.—HENRY F. HARRINGTON.

NORTON.

Condition of School-Houses.—The committee, in speaking of them as a whole, must pronounce them in a sad condition. In many of them the plastering is knocked off in places or needs whitewashing; the wood-work is bruised or broken, or cut or defaced; the shutters very much injured, blackboards deficient or needing repairs; chairs and desks badly marked, and the entries and school-rooms in great need of being thoroughly cleaned. Everything pertaining to the

school-houses looks as if there had been nobody to take care of them. It is just, however, to say that there are exceptions to the above remarks in town.

School Committee.—HENRY C. FAY, DAN'L S. C. M. POTTER, AUGUSTUS LANE.

REHOBOTH.

We have already remarked that the recent Act, abolishing the district system throughout the State, involves important changes in the administration of our school affairs. The privilege so long enjoyed by the districts of managing their schools has usually, in the country towns, been considered of great importance to their interests, and all attempts to encroach upon their privileges have been viewed with suspicion and decided opposition; but the almost unanimous vote in both branches of the legislature shows clearly that, whether it coincides with our individual opinions or otherwise, the only consistent course is to accept the situation and enter at once upon the work of reconstruction; and we earnestly appeal to all to assist the committee in the discharge of their duties, that will, at least for the present, be complicated and unpleasant, and use all available means under the new arrangement for a judicious and economical management of the schools.

School Committee.—WILLIAM L. PIERCE, HALE S. LUTHER, WILLIAM A. KING.

SOMERSET.

The valuation of real estate in town may safely be based on the relative conditions of the school-houses, by which we measure the public enterprise of the people.

Our school-houses are poorly ventilated and improperly arranged; not being convenient or comfortable for the pupils. Most of them need painting, repairing and cleansing very much.

The doors have poor fastenings. The houses are furnished with insufficient apparatus; there being but one globe in all the schools, and one clock. A most lamentable condition! But one dictionary, one globe, one clock in the whole town, for upwards of three hundred pupils, attending school in seven different houses, some several miles apart! The blackboards are poor.

You are all well aware the proper way to make a good mechanic is to give him the best tools you can procure, and the best material to work; you also know, in order to teach our children habits of neatness and care we should give them a neat apartment, and one in which their pride and decency combine to make it none the less tidy and inviting.

We briefly allude to this in view of some of the general complaints which come to us. The remedy is not in the committee, but the people.

School Committee.—F. A. SHURTLEFF, D. R. PURINTON, DANIEL WILBUR, Jr.

SWANSEA.

As required by law, the town has made "provisions and arrangements concerning habitual truants." But the vast majority of instances of absence are not cases of technical truancy. Most of those who neglect school are irregular in their attendance with the consent of their parents. Very slight excuses serve to satisfy parents that their children may properly be absent from school "just this time." Some boys attend only the winter term of school. They are able to work on the farm every day in summer; but they can get to school only three or four days in a week in winter.

A faithful and zealous teacher will be successful to some extent in his efforts to secure promptitude and regularity of attendance. But parents who have an intelligent as well as earnest desire for the welfare of their children can do most to remedy the evils of absenteeism and tardiness. Let it be remembered that irregularity of attendance at a place of business would not be tolerated. The apprentice or clerk would soon be discharged for such a fault. But it may be questioned if it is not a graver error to neglect school than to neglect business. We have an indefinite period, a life-time, to become experts at business. But the time for attendance at school is brief. Most scholars attend school only a few years; and our school-year contains but twenty-four weeks.

The scholar who is irregular in his attendance soon falls behind his fellow-pupils. If his connection with the class is dissolved, he is deprived of one of the principal incentives to study. He loses that enthusiasm which only association with one's equals can impart. If his connection with the class is continued in form, he is equally unfortunate. For he must exhibit his inferiority to others every time he recites. The effect is readily perceived. As such scholars usually place a low estimate on knowledge for its own sake, they soon lose every inducement to labor. They stand willingly "at the foot of the class." There, as regards scholarship and everything else, they will probably remain all the days of their lives.

The pupil who is habitually irregular in his attendance, inflicts injury on other scholars. A whole class is retarded by connection with one negligent scholar. And if such a scholar is separated from the class, it usually increases the number of the exercises of the

school, and the teacher's time must be withdrawn from the regular classes.

Habits of negligence become permanently fixed. The boy who neglects the school, almost necessarily becomes negligent in regard to everything else. All through life his own interests suffer, and others endure a portion of the consequences.

This tendency being obvious, it must follow that the reputation of a scholar must be injured by irregular attendance at school. Judicious men will not employ such a person if others can be obtained.

Superintendent.—J. W. OSBORN. *School Committee.*—W. H. PEARSE, E. P. SHORT, N. B. GARDNER.

TAUNTON.

We may have the best of teachers, but they cannot work to advantage without conveniences. No workman can do his work well without good tools. We must keep pace with our age and State. What was considered sufficient for our fathers will by no means do for the present generation. All other things have improved,—our churches, our court houses, our city halls. Even our workhouses and manufactories are built in better style, and often adorned with tasteful embellishments, if not with the sculptor's productions. The school buildings should be not less an exponent of our intellectual and social progress. When churches are magnificent, and houses are elegant, our temples of learning should not be barns. There is too great a discrepancy, which is felt and practised on by the scholars. All experience shows that they cannot be made to respect that which appeals to no sentiment of order or reverence; in other words, that they will not behave as well in an uncomfortable and cheerless room as they will in a pleasant and tasteful one, furnished with good desks, and hung with maps and prints. We would advocate nothing extravagant; we only ask that which is in keeping with the purposes of the place, and the increased social comforts of common life. Our honored Commonwealth stands high in her educational work; our city, as a prominent member, must not fall behind her sister cities in all those helps and appliances which aid in the work of education.

Chairman.—SILAS D. PRESBREY. *Secretary.*—W. E. FULLER.

WESTPORT.

School-Houses.—As the legislature has passed a law for the abolition of school districts throughout the State, the control of school property has changed hands, and your committee earnestly hope for

the better. Several of the school-houses in the town are an absolute disgrace to any neighborhood, being unfit for any purpose whatever. And it is not only the house itself, but its furnishings and surroundings. Several of our school-houses are set on the bank of the road, or stuck up anywhere on land enough for the foundation to rest on. The Agent of the Board of Education says:

"I have in my 'note book' descriptions of several in our State of but little value, some of which, entirely destitute of a globe, maps, clock, thermometer, chairs for visitors, and everything else except the old, unpainted, mutilated desks and seats, and old box stove, a broom, and the remnants of the dictionary furnished by the State, are not, everything included, worth twenty-five dollars for any purpose whatever."

We know of no school-house in our town which can boast of two chairs, and there are several which cannot boast of one whole one. And taken together is not the Agent's picture one that will apply very well to many of the school-houses in our town?

School Committee.—CHARLES F. SHERMAN, JOHN W. GIFFORD, LUTHER D. KIDDER.

DUKES COUNTY.

EDGARTOWN.

The State has very generously established Normal Schools for the laudable purpose of qualifying teachers for Common Schools. If the town would raise money enough to continue our schools ten months in the year, and enable the committee to give more liberal salaries for teaching, some of our young ladies might avail themselves of the advantages to be obtained in those institutions, and our children reap the benefit of their knowledge. But, as it is, the compensation of teachers among us does not seem adequate to the time and expense required. Under our present system there is no other alternative but to fill vacancies as they occur with inexperienced teachers, and train them when practicable through several terms and sometimes years of teaching, until they become qualified for their positions. A prescribed course of study in our High School, with the object of fitting teachers for those of lower grades, would no doubt in a great measure remedy the deficiency and result in much benefit.

It is well known that young children require much repetition, and it is found by experience that oral instruction is very useful in a Primary

School. Indeed, we think this method might be more practised, with good results, in schools of all grades; but in Primary Schools it seems to be particularly necessary. Children can learn better and faster from the lips of the teacher than from the book. Socrates practised oral instruction, probably, exclusively. The Christian religion was first promulgated in the same way, and to a great extent still is. Oral instruction by lectures, theological, medical, scientific, and moral, has become common wherever knowledge on these subjects is appreciated or desired. No one questions the utility of imparting knowledge in this manner to adults, and if the teacher of young children adapts her language to their comprehension, the beneficial results would be limited only to her capacity for execution. We have sometimes been pained to hear a teacher say to a little boy or girl, "Study your book"; as if a child five or six years of age knew how to study a book! He can look on the page and discern a lot of black characters there, destitute of beauty or any other quality calculated to recommend them to his taste; but as to studying them, it would be one of the last things he would think of doing if left to his own free will. The child wants ideas, and these should be furnished by the teacher, not by the book.

School Committee.—JOHN PIERCE, FREDERICK P. FELLOWS.

TISBURY.

Studies.—In the matter of study, we have endeavored to curtail much of the useless verbiage usually attached to our grammar lessons, and there is abundant room for more improvement in the same direction. We cannot understand why it is that authors insist on inflating and expanding, multiplying and complicating, adding page upon page, rule upon rule, to the former simple rules of etymology.

It may be claimed that the extensive and loquacious exercises in analysis are excellent for disciplining the mind and giving elegance to the speech. We do not so view it. Graduates from our schools, although more polished and efficient in most of the branches taught, are not, we believe, more choice or elegant in their language than those graduates of a former period, when "adjective elements" of the several classes were unknown; and in regard to the discipline of the mind, we could find other studies for our children which would afford them all necessary mental discipline. We would have a part of the time now thrown away in the study of the intricate rules and fine print of our grammars, devoted to the simple rules of some other science.

School Committee.—THADDEUS LUCE, DAN'L A. CLEAVELAND, JOHN HOLMES, JR.

ESSEX COUNTY.

AMESBURY.

Singing.—In a portion of the schools singing has been practised to some extent, and has received our hearty approval. There is in this exercise charm over youthful minds which produces a beneficial effect. It not only harmonizes the voices, but the feelings and behavior, and adds very much to the happiness of those who join in its melodious strains. The poet writes, "Shall we sing in heaven forever?" and the question is one that all would like to answer in the affirmative. Then let us have a foretaste here below, if not for the immediate effects upon the school, there are yet other reasons that obviously require it. It is an accomplishment which all may possess to some extent, and in our view, forms a part of an education almost indispensable in any one position in life. It is more easily and less expensively acquired in the schools, with competent teachers, than elsewhere. It fills a place on examination days often left vacant, and which nothing else can supply. Parents enjoy these occasions, and an interest is awakened which insures the teachers more sympathy and support, thus cheering them on in their noble but arduous duties. We have sometimes listened to music from these youthful voices which, for correctness, pleasing and harmonious action, was deserving of much credit.

School Committee.—J. NAYSON, G. W. NICHOLS, JOSEPH MERRILL.

ANDOVER.

Not a very flattering record, so far as the appropriations are concerned. Probably the schools are better than the appropriations have been generous. We think they are. But the schools are not what they would be had they been more liberally supported. The meagre provisions made by the town have operated to the injury of the schools. They have betrayed a lack of interest in the education of the children; they have made the young to feel that dollars and cents were of more value than the cultivation of the mind, and have therefore been made indifferent to study; and to a certain extent, they have put it beyond the power of the committee to secure the best teachers, because such teachers have been able to command much higher salaries than the committee could offer them. Schools but poorly provided for by town appropriations, children rendered indifferent to study by

what is done for them, and teachers working on half pay, do not make enthusiastic and successful schools.

Everything has its price; and the price buys that thing, not something else. We reap as we sow. If we sow sparingly, we shall reap sparingly. Small appropriations make small schools. This is the law, and this is the fact. Small appropriations have operated to the disadvantage of our Public Schools.

The same may be said concerning our private and incorporated schools. Under the circumstances, they have worked injuriously. These schools have been all-absorbing and overshadowing. All, or nearly all, the interests of learning have centered in them. Most of the men of means throughout the town have sent their children to them to be educated. In this way, the rich have been separated from the poor at the outset in life, because the poor man has not been able to send his sons and daughters to these schools. In this way the numbers and the talent in our town schools have been diminished, thus destroying, to a certain extent, a healthy competition. In this way a portion of our most influential citizens have not been able to appreciate the value of Public Schools, because not educated in them, and in this way many tax-payers have resisted generous appropriations for town schools, because they have paid so much to these private institutions for educating their children.

The law relating to children in manufacturing establishments does honor to Massachusetts. In it we see the State assuming the relation of parent to the poor and helpless child. But like all other good laws, it sometimes seems to clash with the interests of our schools. If all the children serving as operatives in our factories, could be discharged at the same time, we could make a separate school for them, as we did last year. But this has not been so during the past year. They have sought admission to our schools at all stages of the term, and have come two or three at a time. Without any habits of study, unused to school order and discipline, coming by compulsion and not by choice, with no prospect of remaining longer than the law requires, and joining classes for which they had no real fitness, disqualified them for membership. The admission of such persons into our graded schools has embarrassed them.

The difference between the pay of males and that of females is altogether too great. More should be paid to the one, but not one dollar less to the other. Male teachers do not receive any too much, but female teachers receive by far too little. The average wages per month given to female teachers have amounted to only \$27.82; not enough to pay their board at the prevailing prices on the "hill." The sum paid them has been but a little more than one-fourth the sum paid our

male teachers. We know a like difference is made in every department of labor, but we can see no good reason for it. All we can say of it is, that it is according to custom. But the custom is as unjust as it is mean and stubborn. Intellectually considered, successful female teachers are men's equals. Physically considered, men are their superiors, so that where physical force is required, they are worth more. As a general thing, men do have a more commanding influence, which flows from their very natures; but, all things considered, we doubt whether as teachers they render more or better service than females. The laborer is worthy of her hire, and ought to receive it. To give to a woman half her dues, simply because she is a woman, is "grievous to humanity, repugnant to reason, and contrary to justice." We hope that the good time coming is near, when in matters of pay, equal justice will be done to all women as well as to all men.

The subject of text-books has come to be a very troublesome subject. From present indications, this class of books will soon be as numerous as the frogs of Egypt, and quite as annoying. Solomon must have looked forward to our day when he said, "Of making many books there is no end." The number of text-books prescribed to be used in our schools is enormous. Three parties are mainly responsible for this evil: teachers incompetent to teach without a book; enterprising publishers, whose agents, in some cases, have more skill to conceal than reveal; and school committee men, who, in some instances, have no time to examine for themselves, and so act on the recommendations shown them by publishers and agents. Not unfrequently, new books have thus been substituted for old ones, when the old ones were really the best.

We give our unqualified approval to the plan suggested by the Massachusetts Board of Education, that commissioners, men of learning, and eminent educators be appointed to make selections in text-books for the whole State. This suggestion carried into practice would make the text-books throughout the Commonwealth uniform. This would save the committee a vast amount of labor and anxiety; it would stimulate the teachers and improve the schools.

School Committee.—D. C. LITCHFIELD, HENRY S GREEN, P. M. JEFFERSON, GEORGE FOSTER, B. B. BABBITT.

BEVERLY.

Promotions.—It is desirable that there be as many promotions from class to class as is consistent with the best interests of the pupil. From time to time there have been such promotions when the teachers have deemed scholars qualified and they have appeared fitted.

We do not believe in keeping scholars back. If they can go faster than their class, by all means let them do so. Such promotions awaken a praiseworthy ambition, and create an enthusiasm which is always a condition of a highly successful school, and which it should always be a teacher's endeavor to excite by every laudable means. At the same time a pupil should not be promoted without a thorough preparation.

Discipline.—One of the most difficult things to find among teachers is the ability to discipline a school. Comparatively few teachers fail to exhibit on examination sufficient knowledge of books to enable them to teach well; but in the matter of discipline failures are of frequent occurrence. This is traditionally universal. The first question to be answered by an applicant is, "Can you manage the school?" Teachers are frequently employed who possess inferior qualifications in other respects, simply because they have this one essential. Some can govern well with an infrequent resort to severe measures; others do not succeed as well though they are more severe. But all must govern. It is to be feared parents do not consider under what embarrassment they place the teacher, and what an injury they do their children in supporting them against the teacher in matters of discipline. A misdemeanor uncorrected is a bounty on misdemeanors, and anything which could be passed over at home cannot be overlooked in school, because of the example.

Superintendent.—WILLIAM B. ALLEN.

BRADFORD.

Music.—We are very happy to report favorable progress in the study of music. The scholars of every school have been taught the science of music. The pupils in the Primary School are able to read music in any key. The pupils of more advanced standing are all able to explain the rudiments of the science, and to sing with very pleasing effect. The number of pupils who have no ear for music is found to be very small.

School Committee.—J. D. KINGSBURY, H. E. CHADWICK, S. WILLARD CARLETON.

DANVERS.

Under the old system, when the prudential committee contracted for teachers, the schools varied much in the lengths of their respective terms, besides other disabilities. With the increased appropriation of the past year, we were enabled to give to all the schools in town an average of thirty-seven weeks, which we hope still to increase the

present year,—the town having wisely increased the appropriation for the coming year, so that we shall now be enabled to employ teachers in some cases of higher qualifications. We look forward with hope that, at the close of the next year, our schools will show an advance on those of the year just past.

School Committee.—ANDREW NICHOLS, CHARLES F. HOLBROOK, CHARLES B. RICE, RUFUS PUTNAM, A. S. HOWARD.

ESSEX.

In this connection, it may not be inappropriate to refer to the importance, which the early settlers of this town attached to the education of their children and youth. Before the town was sufficiently populated to admit of building school-houses and providing schools at public expense, the education of their children was duly cared for at home. When it was found in 1642, eight years after the first settlement of the town, that some persons neglected the true interests of their children, "The Selectmen of the town were directed, to see that children neglected by their parents, are learned to read and understand the principles of religion, and the capital laws of this country, and are engaged in some proper employment." The first Public School opened in Essex, then Chebacco Parish, of Ipswich, was in 1695, in a private dwelling. The first school-house was erected in 1702, and a privilege of six months' schooling was given to every child in the parish. We can not but admire the self-sacrificing spirit, and far-seeing wisdom of the early settlers of the town, in founding in their poverty and want, institutions for the promotion of the moral and intellectual elevation of their descendants. The greatness of the legacy we have received from those who have gone before us, increases our debt to future generations. Let us transmit to posterity a full requital for all we have received.

School Committee.—EDWIN SARGENT, DAVID CHOATE, NATHANIEL BURNHAM.

GEORGETOWN.

The aggregate of tardiness in our schools is made up from that of few members. In one of the schools 35 per cent. of the whole tardiness for the year came from three members of one family. In another department more than 23½ per cent. of the tardiness during the fall term is accredited to one pupil. The whole school suffers in this comparison. The causes may and should be reached.

In most of the departments the purpose of teachers has been shown in the more clear, positive reasoning of pupils. New methods of pre-

senting subjects have been accepted; more of oral instruction has been combined with that of the text-book. We would emphatically commend the services of those teachers, who in connection with daily care, with clear perception of the object of study, have taught the higher lessons of self-discipline and social obligations. Courtesies of the primary scholar promise kindnesses of the adult. Play-ground etiquette is in external influence the seed which produces family and national justice.

School Committee.—E. F. SPAULDING, G. D. TENNEY, O. S. BUTLER.

GLOUCESTER.

The exercises in all the Primary Schools have been carried on according to the course prescribed, and they have all made good progress. Printing and writing on the slate are now practised in all, and the performances of many of the scholars in this exercise are remarkable. Elementary instruction in numbers also is now given to the youngest pupils, with results that cannot fail to facilitate their progress in arithmetic when they reach the Grammar Schools. In reading, great improvement has been made within the last two years. There is not a single first class that could be called in any sense poor readers, while the lower classes generally exhibit evidence of the superiority of the method by which they have been instructed. The old way of beginning with the alphabet has been wholly abandoned, and all the children now begin with words, using a little book called the "First Analytical Reader," which contains two hundred and fifty-eight different words, mostly of one syllable, arranged in fifty lessons, the names of objects, qualities, or actions familiar to even the youngest children. Beginning with a single word or two, and proceeding with new ones for every lesson, the scholars soon acquire a stock which, when combined will form a simple sentence which they can all understand. They go on in this way till each word in the book is instantly known at sight, acquiring the ability to read sentences more and more difficult as they proceed, and to read not only all the sentences in the book, but, if they have been well instructed, any sentence printed on the blackboard, composed of words they have learned. Cards containing the names and pictures of some familiar objects are used, and the blackboard is constantly resorted to by the teacher for the printing of words and sentences. The children are also taught to print the words of their lessons. In learning a word their attention is called to the letters of which it is composed, in exercises on the card or blackboard, and they are taught to spell it. In this way they learn the alphabet without the painful drudgery, painful alike to teacher and pupil, with which

the old method of continuous lessons on letters for a period of from three to six months was attended. Having finished the first book, the scholars are prepared to commence the second, continuing the practice of gaining a perfect familiarity with the separate words before an attempt is made to combine them into sentences, and of calling the words and reading sentences composed of them, printed by the teacher on the blackboard.

Chairman.—JOHN J. BABSON.

HAVERHILL.

Truancy, etc.—The number of children in town between 5 and 15 years of age, as returned by the assessors, is 2,217; of this number, 1,906 are reported as belonging to the Public Schools. After making liberal allowances for those in the Private Schools, we find at least 226 children out of school. The question arises, where are these children and how do they employ themselves? In reply it may be said, that many of them are employed in our manufactories, doing the lighter kinds of work on hats and shoes. To such the law of the State will apply, which provides that they shall attend school at least three months of the year. Others are kept out by the mercenary spirit of parents, who, for the small pittance earned by a child, twelve years old, will deprive him of the privilege of attending school. Cases have come under our observation where boys have been kept from school two years in succession by parents, who, with a little sacrifice, could spare them half the time at least. Another class of children, by no means small, lead a sort of vagabond life, not subject to any parental restraint, but left free to roam the streets and fields, ready to catch at any excitement, or do any small work offered by the banditti of travelling amusements, so called.

These children are schooled in all the vices incident to such a life, as our police records painfully testify. There is need of more vigilance in looking up such cases, and although several arrests have been made during the year, and many of these children compelled to go to school, yet a better system of care and oversight should be organized. The name of every confirmed truant should be in the hands of the police, and every boy found idling in the streets during school hours, having no connection with any school, should at once be reported to the school committee, that a place may be assigned him in school.

Superintendent Needed.—But this cannot be done without an organized plan of labor on the part of the committee. This committee is made up of gentlemen absorbed in business, or burdened with the duties of professional life, rendering it impossible for them to attend

to the details of labor demanded by the increasing importance of our schools. Hence we see the necessity of employing a superintendent whose duty shall be to have the special care of all the schools, attend to the multiplied business growing out of our school system. Such an officer has become a necessity in our large towns, and we hope the time is not distant when the schools of Haverhill will have the supervision which their importance demands.

Chairman.—J. CROWELL.

LAWRENCE.

Different Classes of Children.—There are in the city a large number of parents who appreciate the advantages of a good education, and who desire that the Public Schools shall be of a high order, and that their children shall share all the benefits such schools can confer.

To satisfy the reasonable demands of such families the fundamental branches of a thorough education must be well taught, the practice of the pupil therein must be long and varied, so that to master the unknown in these branches the pupil needs but to continue as he has begun. The best course practicable in the Grammar Schools and the High School is no more than sufficient to meet this demand, and no more than the public good requires.

There is another large, and in this respect, very different class of parents, whose own advantages for early instruction have been very limited, if indeed they have enjoyed any, and who have but very little desire that their children should be any better educated than themselves. The necessities or convenience of such requires the earliest possible income from the labors of the hands of their children, and many of these parents will allow their children no more time in the schools than the law requires, and some of them not even this unless they are closely looked after. Some of the children of these parents do not get beyond the Primary Schools, and none of them beyond the Middle Schools or lower divisions of the Grammar Schools. For such, an ungraded school of suitable proportions and appointments would be of great benefit, and the city would also be benefited by their better education.

There is still another class of parents in the city, who desire that their children should have all the advantages of the schools, and in addition to this, should pursue such branches as drawing and music, which are not now taught in the Public Schools. To accommodate such we do not see why drawing to some extent should not be taught in the schools. Those who desire to take lessons in music, if they would not endanger their health, must content themselves with slower

progress in their school studies than they would otherwise make, and the classes, so far as it can be done, should be so arranged that such scholars can take a portion of their studies at a time, and still in the end receive the advantage of all so far as they go.

School Government.—Government has always been considered necessary in a good school. It is as desirable to study and practice the best methods of obtaining order in a school, as the best methods of communicating instruction.

That school is best governed which is in the best condition to perform its appropriate work. Neither the muscles of the body nor the faculties of the mind should be paralyzed with fear, nor should a child be kept walking on eggs all the livelong day, beset by bristling rules, regulations, and by-laws upon every hand, so that it requires more care and mental effort to avoid losing in deportment than it does to learn all the lessons of the day. The mind grasps and comprehends a difficult problem or a new idea in less time, and with less effort, when no other thought is constantly demanding attention. There must be order in the school room, as there must be law in society, but penalties should no more be always present to the mind of the well disposed pupil than prisons should be always in the mind of the good citizen.

A school will develop into a pandemonium as surely as the universe would return to chaos without the presence of a governing, controlling power. Would that the influence of the teacher might pervade and control the school as gently, as imperceptibly, and yet as effectually, as the forces of nature control the universe.

The control of a school should be as nearly as possible, so full, and at the same time so gentle and easy, that the mind of the pupil will be so brought into harmony with the mind of the teacher that the pupil will feel entirely free from restraint and embarrassment, whilst complying exactly with the wishes of the teacher.

Superintendent.—G. E. Hood.

LYNN.

Superintendent.—The necessity for the appointment of a Superintendent of Public Schools is so evident that we need not spend many words upon it, except to urge the new city government to give the subject immediate attention. For it is no longer a question whether the city needs or can afford to have a Superintendent of Schools, but how long it can afford to do without one. Were its principles and methods completely defined, our Public School education might be directed by the committee with tolerable efficiency. It is easy

enough to maintain a stationary or mechanical system of education, but what we desire to have is a scientific and progressive system. And for this reason, if for no other, our schools should be under the supervision of some individual of high mental and moral culture, and of progressive habits, who shall make education his study, and who shall infuse into the work of our teachers and scholars his own enthusiasm and sense of progress. Aside from this consideration, which we regard as the most important of all, the office of superintendent should be created as an economical measure. It is impossible for the board of school committee, as now constituted, to exercise uniform control and government over the schools. Their moral tone suffers from infrequent visitation; teachers lose their ambition for want of encouragement, or fall into mechanical habits, their work not being subject to constant and intelligent criticism; and many irregularities creep into the management of the schools, which would be immediately checked by the timely admonition of a discreet and omnipresent superintendent.

And so far as labor is concerned, the work of the school department is so great as to demand the undivided attention of an energetic and faithful officer. We have about thirty school-houses, needing constant looking after for cleanliness, conveniences and repairs; we employ over eighty teachers; and there are between four and five thousand scholars in the various departments. From such a number of scholars especially arise circumstances of difficulty in deportment and studies which teachers are incompetent to decide, and which require the judgment of an experienced and respected authority. Furthermore, at times of examination, there is an amount of detailed official work that can only be satisfactorily and systematically performed by one whose personal acquaintance enables him to comprehend the state of every school at a glance. Nor is that all. The city expends upon schools about sixty thousand dollars annually. And certainly in no other department of the city government, nor in any business enterprise, should we expect to employ and to look after the interests of so many persons, and to hold so much property, without a competent officer at the head. So that the office of superintendent should be created as a matter of economy.

To the objection that the functions of the school department are better administered by the board as now made up, we simply reply that supervision by one individual would have more constancy and more perseverance, more combination in its plans, and more perfection in its details; and that the appointment of a superintendent would in no wise do away with the necessity of making up the school committee of intelligent and active men.

As affairs now stand, in our opinion, any provision for increasing the compensation of the committee cannot materially increase the amount of intelligent supervision. Our city contains but few educated men who have time or disposition to devote much thought or work to schools. The committee will always be composed to greater or less extent of men who have their own work to perform. School work will necessarily be extra and subordinate work. And this is precisely what we would remedy. The supervision of schools should be not secondary and extra work, but the first and only work of some person or persons.

We thus dismiss the subject with the remark that the superintendency of schools, whether in the hands of an individual or of a committee, should be held above the caprices of sectarianism or politics. And we hope before another school-year opens we shall see the Public Schools of Lynn under the supervision of a progressive and efficient superintendent, and that in so important a respect we may no longer stand behind our sister cities.

Perhaps the care of no other school wears so much upon the health and spirits of a teacher as that of a Primary. Little children cannot long remain in any orderly posture of mind and body, and the teacher must bestow undivided attention to all their movements. She must anticipate misdemeanors and disorderliness by wholesome diversions, and study up novel methods of instruction and entertainment every hour of the day. Indeed her eyes and ears must be on incessant watch, and her inventive faculty plying at all resources. Nothing short of a cheerful heart, and a fertile mind studying for the happiness and improvement of her scholars, will save the teacher from feeling her task grow heavy and monotonous.

But love and activity have not saved some of our teachers from broken health. These qualities have in some cases undoubtedly stimulated them to over-exertion. We regret that some who have worked most industriously and cheerfully, and who have achieved the most meritorious results, have had their health undermined by confinement in close rooms, and by larger tasks than should have been imposed upon them. And we should feel a sense of ingratitude did we not make mention of our sympathy, and of our appreciation of their usefulness and fidelity.

The majority of scholars complete their school-days during the Grammar School course. Here they must lay aside books for the hard toil of life. The question now is, cannot a course of instruction be provided for young boys and girls, who are thus obliged to quit their books so early, more satisfactory to ourselves and more useful to them, than confinement to the drill of a few text-books? Not much

book study can be done in the high branches. It is not designed that there should be. But may we not have general instruction by descriptive lectures and conversations, by experiments and familiar questionings upon subjects of a useful and elevating character, such as shall be of infinite value to those who will never again enjoy such advantages?

Children, at the age of those in our Grammar Schools, are easily interested in more important subjects of information than are usually introduced into such schools. The mechanism of their own bodies and the laws of health, the mechanical arts and sciences, public laws and customs of society, important events in history, the knowledge of the world and of the age in which we live, and all things that concern our happiness and usefulness, are subjects to which, by proper adaptation of language and illustration, their attention is quickly drawn, and of which impressions are formed which will never be forgotten. To know the capacity of a child's mind for such knowledge, and the eagerness with which he receives it, we have only to witness the attention which a public speaker, who has made it a study to adapt his thought and language to the comprehension of children, commands from them, and the vivid recollection which they retain of what he has said.

The instruction of scholars who have but slender opportunities for acquiring even a meagre education, should be conducted not on the narrow principle of confinement to the routine of manuals, but on the comprehensive principle of imparting general and useful knowledge.

It is of greatest importance to instil in the minds of such scholars the love of knowledge. Then when they shall have left books for manual labor, they may have inclination to occupy their evenings and days of rest with useful thought and reading. The acquisition of knowledge must be made attractive. Children must be made, by the interesting and healthful tone of public instruction, to love their schools and their teachers. And to accomplish this, we believe that the routine of text-books, from whose dullness scholars shrink away into idleness and truancy and unnecessary absence, should be enlivened by more general instruction, fresh from the lips of the teacher.

Such a conception of public instruction makes large demands upon the teacher. It necessarily requires much outside reading and preparation. It is a kind of instruction that requires love and ingenuity; it is a kind of work into which the teacher must throw heart and body; a work that requires physical and moral health, and mental activity. But it is a work to which the truest and most useful teachers bring all these characteristics. When we hear the complaint

made that teaching cramps the mind, we can but ask whether it is not all in the power and disposition of the teacher to allow or not his mind to be cramped by the routine of his duties. The teacher may grow into progressive habits of mind and of instruction as well as the preacher or essayist. All work has its wearisome and vexatious details. It is the spirit in which the teacher conducts his work that determines his mental progress and increasing usefulness.

High School.—While we advocate the elevation of the standard of admission, we would also see the privileges of the school extended to a large number. We believe a partial course of study should be provided for those who cannot afford time and means for the three years' course; and also provision be made for lectures, to which young men and women not connected with the school might have admission, upon application to the committee with proper guarantees.

For instance, we would have lectures, with illustrations and experiments, upon the natural sciences and the mechanical arts. Such studies as natural philosophy and chemistry, physiology and anatomy, should receive the broad and attractive treatment for which the lecture affords scope. A series of lectures on the rights and duties of citizenship should be given. A supplementary course of instruction in the theories and methods of teaching and government would be of great value to a large number of young ladies who graduate with the intention of teaching, and cannot avail themselves of Normal School training. Elocution and penmanship should be taught by accomplished teachers, and larger facilities for the study of book-keeping be afforded.

Our theory is, that the High School should afford facilities for instruction to a larger number of persons; and in a larger range of useful branches, by a system of lectures and general exercises of a more public character, without in the least infringing upon the established course of study.

At present, the city makes no provision for others than those who can devote a series of years to study. There are many young men and women who have had some instruction in our Grammar and High Schools, but have been obliged to relinquish study for work, who would be glad to derive the benefit which such courses of lectures would afford.

It may be objected that our plan exceeds the limits of a High School, or is at variance with the system of work usually embraced in such a school. But our prejudices in favor of the customary curriculum should not preclude the connection of privileges so much needed, at least until our city shall have assumed a magnitude suf-

ficient to warrant the establishment of facilities for instruction in such an institution as might be called a Free Academy.

School-room Manners.—We wish also to allude to the cultivated manners of speech and action which we would witness in teachers, under all circumstances of discipline. Scholars in some schools are rude and coarse; and in almost any school there will be many whose manners and disposition disturb the teacher and other scholars. But there is nothing more gratifying than to witness a dignified and refined bearing on the part of the teacher, under all trials. We dislike an inveterate snapping of the fingers, or stamping of the feet, or harsh and commanding tones. We regret to hear sarcasm and ridicule vented on some poor boy or girl who happens to be dull in scholarship, or may have some infirmity of mind or character, or not be possessed of the most amiable spirit. We regret to see and hear these things, because they indicate want of refinement and sympathy in one who should be an example to the school of all proprieties of conduct and speech, and who should endeavor to gain the affections of pupils. Besides, these petty methods of calling attention soon lose their effect, while ridicule breeds contempt and aggravates a fault.

Evening Schools.—We regard it of chief importance that Evening Schools should be opened during the winter months. Our system of public instruction should be enlarged so as to reach all classes. The city contains a large number of boys and girls whom necessity obliges to forego the advantages of the day schools, and to work in the shop and elsewhere. For such young people we know no means of supplying even a little necessary knowledge better than by a system of well-conducted Evening Schools.

Some evils have attended the establishment of these schools in times past. But they have received so much attention in large cities that means have been found to obviate the abuses which some parents were inclined to make of them; and they are now carried on with complete success. The laboring class of the city, composed largely of young people, demands the establishment of such schools; and we recommend the subject to the immediate consideration of the next board.

Chairman.—SAMUEL B. STEWART.

MANCHESTER.

There is sometimes a conflict of authority between parents and teachers, and it is occasionally a question of considerable consequence, how far the authority of the teacher can and ought to be sustained. A conflict of this kind is always to be deprecated and avoided as far

as possible; hence, if the teacher has character and judgment sufficient to enable him to act wisely, he will endeavor to approach the parents in a conciliatory manner, and explain what is required of the pupil, and why. Usually the result will be to enlist them in his favor when they find the requirements are just; this will supersede any necessity for the committee to decide any controversy between them, and the effect will be much more salutary upon the school. It is expected that fit and proper teachers will aim at the welfare and best interests of their pupils, and it certainly seems to be the duty and interest of parents and the community to give to them confidence and support, especially when the persons to whom is deputed the especial business of watching over the schools, after a careful examination of their merits, and frequent observation of their method of teaching, and mode of discipline, express satisfaction and even commendation of their work.

Teachers have in charge the most important of trusts, and are expected to guide, control, instruct, and make better, children of different ages, capacities, temperaments, and dispositions, and to effect good, and only good results. Why then should they not have the authority necessary to carry out, and make tolerably sure, a portion even of this great work? Yet it too often happens that the first requirement of the teacher, which opposes the wishes, hinders lawlessness or self-indulgence, calls for any self-denial, or demands any earnest effort on the part of the pupil, is looked upon as unreasonable and even tyrannical by the spoiled child, and his partial and too indulgent parents.

The self-sacrifice and personal inconvenience of the instructor, for the benefit of a refractory or idle scholar, are quietly ignored, and complaint is even made of hardship on the part of the child, and the efforts of the teacher in behalf of a backward pupil, are construed into offensive partiality. If the child is detained after regular school hours to learn a neglected or unfinished lesson, in order that he may keep up with his class, and not interfere or hinder the progress of his mates, these persons think nothing of the additional labor undertaken by the teacher without any expectation of pecuniary reward, but are heard complaining of the wrong done to their children, by overtaking them; and in some instances, actually undertake to call the child away, or tell him not to stay after school, thus instructing their children to disobey, and defy the authority of their teacher. They show their inconsistency, by complaining if their children are put back into a class, where they can equal the rest, and have tolerable lessons.

Any measures used to quicken the industry of the idle or negligent

pupil, or correct his disorderly acts or impulses, are complained of at home, and are too often listened to with sympathy. The result is obvious; the teacher's authority is not only weakened, but the usefulness of the teacher for such scholars is nearly or quite destroyed, and their influence upon the rest of the school is bad. It is better to remove a child from school, under such circumstances, since feelings of respect are changed or lost, and the future connection between scholar and teacher will be unpleasant and comparatively useless.

In the education of children one thing ought not to be forgotten or neglected, viz. : to inculcate and form in them habits of industry. The Creator fixed his own broad seal of eternal honor upon labor, when he set our first parents to dress and cultivate his beautiful garden. And it may be a question whether manual labor is not the normal state of mankind, as also the condition of virtue. If it be true, it becomes a matter worthy of reflection, whether the manner in which many of the boys are "brought up" at present, is an improvement on the past, or whether the old way was not the best. The boys then certainly gained health and vigor by honest labor; and more than that, they grew up with already formed habits of industry, self-reliance, and usefulness. Now, 'tis too often the case, that while the parents labor hard, both early and late, the boys have little or nothing to do.

School Committee.—G. A. PRIEST, T. W. SLADE, H. T. BINGHAM, Jr.

METHUEN.

We think the town did wisely in establishing a High School; such an one was not only required by law, but the public interest demanded it. Many who live at a distance from the centre of the town objected to its establishment, saying they should derive no benefit from it. It is true that all cannot be equally near a central High School. In some cases, distance may greatly diminish the value of the school; yet we think the disadvantages of distance are often overestimated. It is a fact that the poorest scholars of the High School, and those most irregular in their attendance, live within the sound of the High School bell. Some of the most punctual and advanced live in the remote parts of the town. The history of the several school districts in town will show that distance from the school-house has very little to do with the punctuality and scholarship of the pupils. We are quite as likely to find the best scholars in the parts of the district most remote from the school-house as we are to find them near. It cannot be denied that the village district will derive special advantages from the High School, but it is a great gain to the more distant parts of the town to have good schools in the centre.

A thriving village, with an intelligent and well educated people, is of inestimable value to the whole town. Take away the village from Methuen, and leave only farms instead, and the value of every homestead in town would be greatly lessened. Whatever benefits the centre of the town, benefits the circumference.

Whatever improves the farming interest of the town is an advantage to the manufacturing interest. Every case of hats or shoes, every yard of cloth manufactured, adds to the value of every farm; every ton of hay and every bushel of corn raised, adds to the wealth of the manufacturer. There is no rivalry, and no occasion for jealousy between the village and the other neighborhoods of the town. Then, as citizens, we should consider, not what schools will benefit a particular section, but what schools do we as a town need.

The establishing of the High School is the beginning of a new era in our school system; it is destined to be a great blessing to the town. We know many may say we do not need such a school, that our others furnish better means for obtaining an education than most of the citizens of the town enjoyed. This is all true, but it is no argument against doing more for the cause of education. The facilities for making money, for manufacturing goods, for saving labor, and for improving agricultural crops are far greater than were enjoyed twenty years ago. But no one uses this as an argument why these facilities should not be improved. The world moves, and unless we move with it "we shall be left out in the cold." The great object of this High School is to better prepare the boys and girls of Methuen for the duties of men and women; and if those duties pertained only to the getting of a living, we would say give them the best education in your power. Nothing is farther from the truth than to say that persons destined to manual labor do not need literary culture. They will labor with more profit, with a mind strengthened and enriched with learning. They will not only be laborers, but they will be men and women.

Educate the boys, and when they become men they will be better voters, jurors, selectmen and representatives; they will be better farmers, mechanics and manufacturers; they will be better citizens. Educated men or women will perform all the duties of life in a better manner than they would without that education.

Many of our scholars, whose circumstances will not allow them to get an education out of town, will doubtless avail themselves of the opportunities afforded by the High School, and thus obtain a superior education, the influence of which, re-acting upon the town, will pay interest a hundred-fold.

School Committee.—S. G. SARGENT, J. S. HOWE, W. M. ROGERS.

MIDDLETON.

Gymnastics and singing have been practised to some extent in all our schools. We believe that the time devoted to these exercises has been profitably employed. They not only develop the physical powers and cultivate the voice, but they also promote good order by affording a necessary relief from the constrained positions that the pupils are ordinarily required to maintain.

The condition and progress of the schools during the past year have been satisfactory. We are happy to notice that the methods of instruction are becoming more thorough and practical. The text-books are not so closely followed as formerly, and greater attention has been given to imparting oral instruction. The advantages resulting from this change are apparent in the increased interest manifested by the pupils in their studies, and the marked improvement they have made in the branches to which they have attended. It affords us pleasure, in this connection, to bear testimony to the general efficiency of our teachers, and to the fidelity and zeal with which they have discharged their arduous duties.

The object of education is not to fill the memory with a mass of unconnected facts, but to develop the mental powers, elevate the moral nature, and prepare the young for future usefulness.

School Committee.—CYRUS K. WILKINS, JOSEPH A. BATCHELDER.

NEWBURYPORT.

According to agreements, the work of building an addition to the Putnam School-house and consolidating the schools was at once commenced, and the results are before us. The building is one of the best, most pleasant and commodious school-houses in the Commonwealth. We do not know where to look for its superior. In the manner of its heating, in its ventilation, and in the arrangement of its rooms, it is all that we could ask or desire. The male and female departments are entirely distinct, and the whole has ample room for four hundred seats, and we hope before long to see that number occupied.

On the 10th of November, the High Schools entered the Putnam building, making the whole number there 317. These are in charge of seven teachers, five appointed by the school committee and two by the trustees, who in literary attainments and taste for and tact in teaching, are well qualified for the work, which work is indicated by the following course of study that has been adopted:—

1. ENGLISH COURSE—*Preparatory class,—first and second terms.*—English

grammar, arithmetic, modern history. *Third term.*—English grammar, arithmetic, physical geography. *Fourth term.*—English grammar, algebra, physical geography.

Junior class.—*First and second terms.*—Single-entry book-keeping, algebra, natural philosophy. *Third and fourth terms.*—Rhetoric, algebra, natural philosophy.

Middle class.—*First and second terms.*—French, or constitution U. S., geometry, chemistry. *Third and fourth terms.*—French, or botany, geometry, chemistry.

Senior class.—*First term.*—French, or astronomy, trigonometry, or geology, or mental philosophy, or double-entry book-keeping, physiology. *Second term.*—French, or astronomy, surveying, or geology, or mental philosophy, or double-entry book-keeping, physiology. *Third term.*—French, or astronomy, navigation, or geology, or mental philosophy, or double-entry book-keeping, physiology. *Fourth term.*—Reviews.

NOTES. 1.—Three of the studies of the senior year are required. One or more of the others may be taken as elective.

2.—Weekly exercises in reading, writing, declamation and composition.

II. CLASSICAL COURSE.—*Preparatory class.*—*First, second and third terms.*—Latin grammar and reader, arithmetic, ancient history and ancient geography. *Fourth term.*—Latin grammar and reader, algebra, ancient history and ancient geography.

Junior class.—*First term.*—Latin reader, Sallust, single-entry book-keeping, algebra. *Second term.*—Sallust, single-entry book-keeping, algebra. *Third and fourth terms.*—Sallust, Greek grammar and lessons, algebra.

Middle class.—*First term.*—Cicero, (Arnold and antiquities,) Greek lessons—Anabasis, geometry. *Second term.*—Cicero, (Arnold antiquities,) anabasis, geometry. *Third and fourth terms.*—Cicero, (Arnold and antiquities,) anabasis.

Senior class.—*First and second terms.*—Virgil, (Arnold and antiquities,) Homer, (Arnold.) *Third term.*—Virgil, (Arnold and antiquities,) anabasis, (Arnold.) *Fourth term.*—Reviews.

NOTES. 1.—Any student in the English course may study Latin, omitting equivalent studies in the English course.

2.—The studies marked () are not for daily recitation.

3.—Weekly exercises in reading, writing, declamation and composition.

The committee congratulate themselves upon their success in uniting these schools, and they congratulate the city upon having a High School inferior to no other free school in New England. It will be a High School in fact, teaching as full an English course in mathematics, natural sciences, philosophy and history, as do any academical institutions in the land; acting as a business college, in which chirography will receive particular attention, and book-keeping, surveying and navigation will be practically taught; and in languages giving thorough knowledge of the modern tongues, and carrying the student of Latin and Greek to the second year of the college course. To obtain

such an institution, free to all classes and conditions, and fitting those who will receive its benefits for the highest positions in life, has been the end and object of your committee, and we feel gratified to say that it has been fully attained.

General Lectures.—In this connection, it appeared advisable that the students of the High Schools should receive general instruction upon some topics to which they might not have time to pay particular attention, and that the better way to give that instruction would be through lectures from persons who had devoted themselves to such studies. We have therefore determined to have lectures before the High Schools, at such times as may be most convenient, on geology, astronomy, natural and civil history, &c. The first series of these lectures will be delivered immediately by the curators of the "Peabody Academy of Science for the County of Essex;" and others may be expected from the same source, upon such terms as will render the munificent donation of George Peabody beneficial to this section of the county.

Truancy.—Since, in the world as it is, we cannot surround all children with proper influences, we shall ever have neglected children growing up to be dangerous citizens. One of the first signs of neglect and danger is truancy; and one truant may disturb a whole neighborhood, and injure a whole school. The law therefore provides for compulsory attendance upon school, where it cannot be had voluntarily. As yet, however, there has not been sufficient inducements to the truant officer to perform well his duty, and we have found the maintenance of a truant school very expensive. In this city it was tried, and soon abolished. Your committee believe that a county school for truants would be of great use, and not impose too heavy a burden upon any particular town. The State Reform School is designed for criminals; and the house of correction or the almshouse brings the young into improper and unprofitable associations; but if a school could be established for the whole county, to which habitual truants could be sentenced, and where they could be worked and instructed, we believe it would save hundreds who would become its inmates, and have the most salutary influence upon hundreds of others who would be warned in season.

Moral Education.—When we speak so decidedly for education, we would not be understood to include in that term, simple intellectual cultivation, or have anybody regard the attainment of wealth, respectability and power, as the objects and ends of education. All these are well in themselves, when properly used, but we would also include the cultivation of the affections, and the raising of the heart nearer to heaven. To this should all instruction tend. All growth proceeds

through certain well defined and distinct stages or steps. It is with man as with the plant, "first the blade, then the ear, and after that the full corn in the ear." So we find man in infancy with faculties scarcely distinguishing him from other animals, first putting forth the natural powers, then the rational, and after that the spiritual. One is the basis of the other, and must be formed that the others may be perfected. If we fail at any one point of growth, we may defeat the final results desired. In nature we have the plant, and in that is the possibility of the flower and the fruit. If there are no leaves on the plant, there can be no blossom; and if no blossom, then no fruit. So in man we must have the natural faculty developed to give the ground-work for the rational; and from that springs the ripe fruit of man's existence—a spiritual being, fitted for heaven—for angelic life. This end should constantly be in view from the beginning, as the harvest is in all the thoughts of the husbandman when he ploughs and plants and cultivates.

It is certainly of the highest moment that our children be taught the principles of truth and virtue, and restrained from the paths of vice and immorality. The Divine authority is, that His wise commands be taught diligently unto our children. The Bible is in our schools, and it is essential that it shed its light and exert its influence in all institutions of learning. It should be read by the pupils of our advanced schools as an act of devotion. Our schools are opened in the morning with prayer to the Divine Father, the source of being and of good, for His guidance and blessing; and what follows should be consistent with these exercises. The schools must be conducted so that the higher virtues named in the statutes may be instilled into the mind, and a good moral influence exerted. Our children should here be watched with the greatest care.

School Committee.—NATHAN A. MOULTON, *Chairman*, FRED. D. BURNHAM, *Secretary*, ISAAC P. NOYES, STEPHEN PEABODY, RICHARD PLUMER, A. W. MOONEY, GEO. W. SNOW, GEORGE J. L. COLBY, DANIEL P. PIKE, WILLIAM H. HUSE, MOSES H. FOWLER.

PEABODY.

Changes of text-books, teachers and committee, in themselves operate unfavorably. It takes time for a new committee to "get the hang" of teachers, for new teachers to "get the hang" of the pupils, and for both to "get the hang" of new text-books. It has fallen to the lot of the past year to bear the burden of a large number of such changes. Changes of members of the school committee cannot be prevented by the committee themselves; changes of teachers to some extent can be prevented. The abolition of the district system will

enable the committee to make the salaries of female teachers uniform, and thus avoid the changes that follow in the wake of every resignation. More tact and versatility are requisite to teach a Primary School than any of the classes immediately above it, and the salary should not be less.

Before books were abundant, oral teaching was the chief means of imparting instruction; since book-making has reached its present perfection, there has been developed a manifest tendency to dispense with oral instruction and depend upon text-books for all detail.

This tendency has been fostered by the necessity of placing a large number of pupils of different grades under the same teacher. A demand has been created for exhaustive treatises on all subjects embraced in the curriculum of our schools. The demand has been met by a supply of bulky text-books containing much fine print, and embracing all the detail necessary to make up a work on the science treated of, complete in itself. The impossibility of making thorough work with any considerable number of such books, within the time spent in our schools by pupils of such ages as now attend them, has created a demand for books of less bulk.

The objection which at once presents itself to such a book, viz., that the learner gets only a superficial knowledge of the subject, has been found not to be well grounded. On the contrary, educators have come to believe that a general knowledge of a subject in outline, thus acquired, is more valuable than the smattering of any subject retained after an imperfect mastery of a larger work.

An attempt has been made by the authors to render these books attractive to young minds by giving special attention to style. The attractiveness of the book may be increased to an indefinite degree by oral instruction upon the text and collateral subjects. The living voice of a live teacher, with a mind fertile in expedients, and in sympathy with his pupils, gives to instruction an unction that attaches only to matter in a nascent state.

Our graded schools enable us to adopt books and methods that could not be employed when the number of classes was larger, on account of the limited time that could formerly be devoted to a single recitation.

The changes of text-books during the past year have been for books of the kind referred to. That such changes should not be made to gratify the notions of individuals, or to fatten publishers, does not require argument. But when a book falls behind the times in its matter or methods, or when its use involves any considerable loss of time, the reasons for its displacement require consideration.

School Committee.—D. L. LEAVITT, FITCH POOLE, AMOS MERRILL, A. B. HARVEY, G. F. BARNES, EDWARD I. GALVIN.

SALEM.

The committee cannot close their report without adding renewed testimony to the double benefit inuring to the High School from the effort of our laborious and able superintendent of schools ; his influence upon the school directly being admirable, and the results of his labors in the next lower grade of schools having become apparent in the make-up of the new class we have received from them. Time is making more and more evident, we believe, the wisdom of the city in giving to the school system a trained, a thoroughly capable, and unifying supervision.

For the Committee.—CHARLES RAY PALMER, GEO. F. CHOATE, D. B. HAGAR.

Report of Third Visiting Committee.—Your committee also wish to bear testimony to the good results which have followed the introduction of the study of vocal music in our Primary Schools. Not only does it furnish an agreeable and wholesome recreation, but it puts heart and interest into the scholars, and in proportion as the ordinary vocal music in our school exercises becomes less a Babel of discords and more and more a concord of sweet sounds, will its animating influence be felt. It is believed that not the least of its advantages will be seen in improvement in the style of reading, doing away with the intolerable sing-song and drawl, and substituting in its place distinct articulation, proper inflections and intonations, which shall not commit the capital crime of murder upon all the sentiments of the text. In conclusion, your committee beg leave to commit anew the interests of the Primary Schools, to the special consideration of the board. All educational soundness must be found here. If Grammar Schools and High Schools are to be furnished with imperfectly disciplined and ill-taught pupils from the lower grades, they have double work to do. Only as we see to it that in the very beginnings of education, right views are inculcated, right habits of study acquired, and right discipline enforced, can we hope to see our school system a unit of agreeing and mutually helpful parts, an honor to those who have it in charge, a blessing to the community and our city's proudest boast.

For the Committee.—E. S. ARWOOD, *Chairman.*

Report of the Committee on Evening Schools.—In making their first report to the board, the committee on Evening Schools feel that they appear as the representatives of one of the most important of our educational interests. The inception of the work was so sudden, and the enterprise so novel in some of its aspects in this community, that it is felt to be due to the board and to the public at large, to go

somewhat into detail, as to what has been done, and the reasons for its doing.

During the summer of 1868, the special attention of certain of our citizens was called to the large number of children of fourteen years of age and upwards who seldom or never attended our Public Schools. Careful inquiries were instituted, and it was found that, in a majority of cases, this absence was not owing to any want of inclination, but was enforced by the necessities of poverty, which compelled these absentees to work for their daily bread, and that they would be more than glad if some opportunity could be given them of increasing their stock of knowledge without diminishing their supply of the necessities of life. In order to ascertain more accurately the real state of the case, advertisements were placed in the daily papers, asking all who desired to attend an Evening School to send in their names to a self-constituted committee, and in the course of two or three weeks over one hundred applications were made.

After a careful survey of the field, and after obtaining information from other cities as to the methods that had proved most successful, it was resolved to strike for something higher than bare walls and empty benches, and to graft if possible the new enterprise into our school system, thus giving it at once a permanence and worth attainable in no other way. The committee accordingly reported in favor of an Evening School, to be kept from December to April of each year—to be conducted by paid teachers, under the supervision of the board, and to be amenable to all the laws and regulations by which the Day Schools are governed. The report was accepted and referred to the city council for its sanction, who in due time empowered the board to establish such a school; and the matter was thereupon assigned to a special committee with powers.

On the night advertised for the opening, 180 pupils presented themselves, of whom 50 were girls. These latter were placed in a room by themselves, and 130 boys were packed into the remaining space. The next night a third room, capable of holding 50 more was opened, but the next night and the next, the number of applicants increased until it amounted to nearly 300.

The method of instruction followed in this school is somewhat peculiar. The whole of each evening is devoted to some one, or at most, two studies, each study receiving attention in its turn. In this way time is economized, and the shortness of the session in part atoned for. The attempt to study and to recite in all branches each evening would produce great confusion, and bar the possibility of any real progress.

The committee have felt compelled to employ a larger corps of

teachers, than it was supposed would be necessary. One male and one female principal and six assistants are now on the list, involving an aggregate expense of \$270 a month. They have been fortunate in securing the services of some of our most accomplished teachers, and the board of instruction, as a whole, is superior to that of any other school in the city. It will be seen that by this arrangement there is one teacher to every 30 scholars, which may seem unnecessary, but the school in its composition, methods and wants is so peculiar that it ought not be judged by what obtains in schools that are kept all day and during the whole year.

There is great need of some building where all the schools can be together. Discipline would be easier, and the number of instructors might be lessened. It is hoped that by another winter some other and permanent arrangement may be made for the accommodation of all pupils who wish to attend, and that all the mistakes and mishaps inevitable upon beginnings will not have to be repeated.

Your committee believe that the whole movement is a step in the right direction, and deserves well of the board, and of the public in whose interest it has been taken. A thousand dollars, more or less, a year, is nothing important, in comparison with the diffusion of intelligence among the poor of the working classes. They help to make our laws—they are a power at the ballot-box—they are an element of weakness or of strength in our social system. Whatever lifts them to higher levels of attainment and character, as we believe this movement helps to do, is to be welcomed and fostered. Our city, whose boast it is that her sons have pressed their way "to the farthest bounds of the wealthy Indies," coming home with spice and gold to enrich her, can make no wiser use of her wealth than in giving to the humblest within her borders his "portion of culture in due season," even though, like one of old, he comes for it "by night."

School Committee.—E. S. ATWOOD, D. B. HAGAR, HENRY K. OLIVER.

Changes of School Books.—No subject can well exceed in importance this of text-books. How much soever has been said, and well said, upon the value of oral instruction, how desirable soever it may be that all teachers should be better than the book, and able to teach without it, the fact still remains that books are called for, and multiply faster than ever. Nor do I confine this remark to such scientific works as must, from the nature of the case, supersede older imprints. New geometries and classical grammars, and old ones renewed, come to light yearly. Geography and similar branches, the facts of which are changing their statement and importance, are multiplying on all hands. They are sometimes wrought out, oftener compiled. They

have their good points, and their defective ones; their successful runs, and their sudden withdrawals. There are advantages from this endless "making of books." There are also serious disadvantages. The tinkering that the abstruse definitions and distinctions of school grammars have undergone for a generation, are the source of endless confusion in definition and verbal statement. The multiplication of ingenious devices for "doing sums," is not always good alone. The tendency to lay down theories of the mental powers and build books to correspond, may be carried too far. For various reasons the people of to-day have too many changes of school books. The facilities offered for such changes are tempting, and have too great an influence in producing them. Though not a city greatly given to novelties, Salem shares, with sister communities, in occasional inconveniences from this source. I hope, at proper times, there may be changes; but trust that they will always be made after due experience on the part of those who have thoroughly tested the books to be introduced. A single novelty in the presentation of a subject does not make a better book. A new arrangement of old matter need not demand a high price, though compiled by some professional bookmaker. While it is to be hoped our schools will be on the alert for any really progressive book in old studies, and in the sciences, we should bear in mind that the best manual for the pupil is the one which most effectually lodges in his mind its facts, under their principles.

I have spoken thus in reference to text-books because there is always a tendency, on the part of young teachers in particular, to give the book too much to do, and to expect that great results will come with a new manual. It should not be forgotten that books are tools, and are made to do with. "No book teacheth its use," is too well established an adage to be lost. Hence, relative to teaching, books are but agencies to its full perfection. They may be repositories of historic facts, of modern discoveries in science, of artful and complicated analyses of language, foreign and vernacular; but, until they are breathed upon by the teacher, how dead they all must remain! No sensible instructor expects a change of reading books to make good readers. He knows that himself must vitalize the printed page. He must read. He must illustrate the force of expressions, and point out the hidden meanings that account for natural emphasis. The reader does not correct careless utterance because it has well selected pieces, but because these pieces are shown, by what can be conveyed through their agency, to be capable of stimulating rightly the organs of speech and the mental perceptions.

These remarks upon books allow an easy transition to some upon

the great importance of oral teaching, which is, in one sense, the only teaching that a school gets from its instructors.

It pains one, in any case, to know that lessons are hastily given out to be learned in the school-room, or the home, with no forecasting of their contents on the part of the appointer, with no consideration of the difficulty which they present to the inexperienced learner. It is this tendency to rest in the book, to *set* lessons, and *hear* them only, that has given rise to the ill-natured remark, that many teachers hear lessons, the work upon which has been done by the parents or friends of the pupil.

There is much oral work, real teaching done in our schools. I think it is increasing. My impression is that more is done than might naturally be inferred from a brief visit. I am sure, that in some of the schools, difficulties are anticipated and carefully guarded against—not solved—with a thoughtfulness and kindness not to be surpassed; and am quite as sure that this course does not relax, in the slightest degree, the scholar's zest for the lesson. Under such circumstances, likewise, lessons are liable to be judiciously apportioned, sometimes with the suggestion of the pupils themselves. Now this is as it should be. The learner has his capacity put in connection with his instructor's; and both gain by the process. It is quite another thing than to pore over what one cannot comprehend, and dreads to fail in accomplishing; nor could a greater single advantage accrue to our schools, than to have this practice universal.

But it is more especially in regard to the young classes in the primary department of instruction, I am anxious these considerations should weigh. Much is done this way now. More can be. I hope no teacher will be satisfied with hearing a class "read round once," and then dismiss them to their seats, after scrupulously correcting every miscalled word, even. These words should all be taught beforehand, if need be. Calling them over after a mistake, goes but a small way toward correcting the error. To impress what is correct is the necessary thing, then and there. Even the importance of "reading round" must sometime give way to it. And so in other things. When one takes hold of such defects in a determined way he will soon get practice in giving oral lessons and illustrations, even, upon the every day lessons; while nothing can be more wearisome than the unvarying round of corrections, to be followed by the same blunders at another time.

Supply of Teachers.—The reports of the visiting committees have alluded to the fact that more or less changes have taken place during the past year. From present indications vacancies have been successfully filled, after such inquiry and deliberation as an act so important

merits. I wish, however, it were possible always to have within reach of the respective committees, a sufficient number of well tried and capable candidates, who might be appointed temporarily, or otherwise, to such vacancies as are liable yearly to occur. In Boston, and in some other cities and towns, the practice is to provide special training for candidates of suitable literary qualifications, by giving them the opportunity to teach in schools set apart or collected for that purpose, under some experienced teacher. It is plain that one of the most important things to be acquired by any teacher, is the practice of actual contact with the difficulties of a new situation. To a beginner who has had even the advantages of the excellent theoretical instruction of our Normal School, there is a degree of embarrassment and unhandiness, of which herself is aware if no one else. Much time is spent in learning how to do what her sense of duty and her previous instruction prompt. Nor does a small part of an untried teacher's trouble arise from not knowing what to neglect, when something must be passed over for the purpose of meeting what is more urgent. Some arrangement equivalent to a training school, if not the very school itself, I hope may be authorized in the course of the present year. It has occurred to me that a practice like the following might be adopted :—

Assume that we have a yearly need of from six to ten new teachers. It is an object for the city to learn beforehand something of the natural ability and scholarship of those who present themselves as candidates. These may be reached through their school antecedents and their former instructors, and by interviews with themselves. When a young lady gives promise of making a suitable teacher, let her be invited to spend some days, or even weeks, in one or more successful schools of the grade in which she would prefer to teach. Let her notice carefully the bearing, the language, the modes of instruction, the difficulties, the devices for meeting and overcoming these, employed by the regular teacher. Let her do this not in the spirit of blind imitation. She would find much to make her think. She would find many things that would run counter to her judgment and past instruction. This is to be expected. By a balancing of opposing forces we get great results. After an acquaintance of some little time, it would not be strange if she should make inquiries and start discussions in a friendly way. These would probably benefit both. If the novice, fresh from instruction, full of new views, and eager for trial of them, should induce *one* experiment in the right direction, the school would be greatly the gainer. If the tried teacher should show the visitor how theoretical trials are met in practice, how the endless details of school management are disposed of, how knowledge of

parents' circumstances, of children's peculiarities, have to do with success, the latter would be more than paid for the time given to such attendance.

This, however, should not be all. It is easy to see how another carries a burden, but to carry it ourselves is something different. After a good amount of observation, it would be well to make actual trial in the room and with the scholars one had become partially acquainted with. This, while it would be a very superior test of what the candidate could do, would not be without its risks. Yet we, every year, run a similar risk in appointments made of those who are just beginning to teach. If, as I would advise, after some days spent in the school-room, the new teacher should feel disposed to serve the city a week for her own profit, and the regular incumbent take the time in viewing other schools in our city or elsewhere, it would not necessarily be lost time to either, or to the school. In fact there are more rooms than one in the Public Schools of any large city like ours, where the regular teacher would be profited by such an exchange. She would have a chance to test, by observation, whether anything could be learned elsewhere, or whether she was in danger of settling into that frame of mind which rejects what is new because it is new, irrespective of its value.

Superintendent of Public Schools.—JONAS KIMBALL.

SALISBURY.

Permanence of Teachers.—As a town we lose much by want of care in selecting, and too frequent change of, teachers. Children cannot, like Proteus, change their forms or habits. The object of education is to discipline the mind, and so train it, by constant practice, that it shall make use of its reasoning powers. It is our duty to educate our children, or else we have no duty. If it be our duty to see that the rising generation have the advantages of obtaining an education, then we should give the same untiring energy and strict attention to this as to other business transactions. When a person is to be received as partner, we proceed cautiously, we watch his every act, and he is only accepted when we are entirely satisfied that he possesses not only good habits, but the requisite business qualifications to insure success. But the teacher, whose work it is to train the imperishable minds of youth, and whose influence widens as it rolls down the stream of time, is seldom selected with care.

A change of teachers should be studiously avoided, unless for the very best of reasons. The easiest and best way to prevent such changes, is to be particular in the choice. The granite monuments will

crumble, the marble slab will perish, but the teacher's work is to exist for all coming time. People mistake in thinking that teachers can be changed without detriment to the school. A change of teachers involves a change of school government and discipline, and more or less disarranges the classification of the school. Often it happens that as soon as scholars become acquainted with the method of instruction as practised by one teacher, a change is made. Avoid a frequent change of teachers, as an irreparable injury to any school. With permanent teachers, judiciously selected, and a cheerful co-operation on the part of parents and friends, our schools will be nurseries in which the rising generation will be trained to exalted positions of influence and usefulness. Let us never forget

"That our earliest are our most important years.
The mind, impressible and soft,
With ease imbibes and copies what it hears and sees;
And through life's labyrinth holds out the clue
That education gives her, false or true."

School Committee.—A. G. MORTON, GEO. W. CATE, J. M. EATON.

WENHAM.

Teachers.—We think that, as a general thing in our community, there is a want of knowledge as to the amount of labor that is performed by faithful teachers, and therefore too little sympathy for them. To the inexperienced and unobserving, the work of the teacher seems easy; to go to the school at the appointed hours, hear the scholars read, spell and recite, and reprove the idle and indolent, is a simple matter they think. But this is not teaching,—it does not educate the children; and a teacher who can do nothing but ask questions is not fit for the office. It is the spirit and enthusiasm that is seen in the teacher and communicated to the school that is of the highest consideration. Children cannot appreciate the value of school duties, because they cannot properly estimate the value of their ultimate results; the wants and realities of manhood cannot be comprehended, because it is but dimly seen in the distant future. It is the work of the teacher, therefore, by her example, manner and devotion to their interests, to win the confidence of her scholars, compel their respect, and awaken that spirit of inquiry which alone makes study a pleasure and diligence a habit. There is also a vast difference in the capacities, habits and dispositions of children, which must be studied and understood by the teacher before she can adapt her instruction to the capabilities of each. The more precocious natures need to be restrained, the sluggish urged and encouraged to form

habits of industry, and the dry page of the text-book must be enlivened, and vitality infused into the subject taught. These duties and many others, render the work of the faithful teacher truly difficult and complex, and call into action a great variety of attainments and qualities. In expecting a teacher to study thus faithfully her scholars, it will be readily seen that her office is far from being a sinecure. Her work cannot be compressed into the six hours of the school-room, but must occupy a considerable portion of each day in addition. Where so much is required of the teacher in order to carry a school through successfully, can we wonder that they sometimes fail? And considering the trials of temper to which she is subjected, shall we not have charity if a few mistakes are sometimes made?

We have been gratified to observe that a great change is being brought about in our system of teaching. Many of the best educators in our State are coming to the conclusion that it is desirable to have less crowding the memory with words, and more training of the intellect to think. Education is to be improved by being made more practical. Every thinking mind must see the importance of this. Principles are what is wanted, and not words merely. Education is of no use to those that possess it, unless they are able to apply it to the practical affairs of life. We have noticed many scholars in our schools who have been over the same lessons, year after year, and are able to recite correctly, but are not able to take the simplest principle therein contained and apply it to matters outside of the text-book; they know that certain rules bring about certain results, but why this result is brought about they do not understand. Any change of system which promises to make what is learned more available for practical use, will be beneficial.

School Committee.—N. P. PERKINS, HENRY PATCH, R. FRANK DODGE.

FRANKLIN COUNTY.

ASHFIELD.

It will also be seen by reference to the tabular statement, that the cost per scholar in the several districts is not very nearly equal, it being the least in Nos. 13 and 7, the districts which have the largest number of scholars, while it is the most in Nos. 14 and 4, those districts which have the least number of scholars; and more, that the

length of terms is not very nearly equal—eight months in No. 13, only three months in No. 4. Is this anything like equality? Even the most skeptical cannot look at these figures (figures do not lie,) and answer yes. Yet some, alas, too many, are disposed to consider this state of things as a kind of necessary evil. We beg of such to think so no more, but kindly and willingly unite their efforts with us, and secure, if possible, that which is for the best interest of the schools in this town. What say you? We await your response.

The New School Law.—We hope the people will cheerfully and willingly submit to the new law, although we know a large majority of the town are opposed to it. Many say they will not board a teacher now, even those who have done so before. Very well; then we must have money to hire teachers boarded—for the law gives us power to have six months of school in the year, and hire teachers boarded, and the town must pay the expenses. Is not this better than the old way (if you will but think so,) to have the hiring of teachers done by the committee who have charge of the schools, and the whole expense paid by all, according to their property? But, says one, how about the number of schools? The law is, that we must have a sufficient number of schools, &c., and if none less than fourteen would be a sufficient number, then we must support fourteen. We think, however, within a year or two it will be found advisable and practicable to reduce the number of schools, some at least.

School Committee.—F. E. ELMER, FRED'K FORBES, G. B. HALL.

BERNARDSTON.

While we are glad to report that most of the schools of this town have enjoyed their usual degree of prosperity, we are still impressed with the fact that the town does not receive the amount of benefit from the money expended that we ought reasonably to expect. Various causes combine to produce this result, the most obvious of which are, inconvenient, cheerless and ill-furnished school-rooms; lack of consultation and coöperation between prudential committees and the town committees; and deficiency, in some respects, in the qualifications of teachers. If we would make our schools what they ought to be, and what they can be made, and would receive the benefit corresponding to the amount of money expended, we must unitedly and vigorously put ourselves to the work of remedying these evils.

School Government.—It is very evident that there is not sufficient attention given to school discipline, including the cultivation of good manners, as well as orderly deportment. Where there is a lack of order in the school-room, but little benefit can be gained from the

instruction given, and at the same time, habits of inattention, heedlessness and disrespect will be formed, which will be of immense injury to the pupil. The teacher must have complete control of the scholar, and be able properly to govern as well as keep the school. That teacher governs the best who succeeds in securing the highest degree of self-government among the scholars. Self-restraint is far better than outward control. The aim of all school government should be to enlighten and stimulate the conscience, to develop and strengthen moral principle in the mind of the child, so that there will be, not only the doing of the right thing, but a love for right doing and for orderly requirements. You will then have the order that comes from the action of right inward principle. But, until this result is obtained, there must be restraint imposed by the teacher, sufficient to hold the pupil to the proprieties and duties of the hour. If, from lack of home discipline or from other causes, there are those in the school who will not heed persuasive words, and are proof against all moral considerations, the teacher must have the ability to compel outward obedience and respect for rightful authority.

When we put our children in the school-room, we put them there to be governed as well as taught; but it is the kind, firm and just government of the teacher, not the rule of the tyrant. It is not the teacher who makes frequent use of severe modes of punishment who usually succeeds the best in securing good order. Loud and angry words, or rude and boisterous demonstrations on the part of the teacher, are not the best means to make children orderly, well-behaved and obedient.

School Committee.—S. N. BROOKS, T. A. MERRILL, B. S. BURROWS.

BUCKLAND.

The division of money, hiring of teachers and number of schools having been left by the town to the discretion of the committee, they decided to so expend the money as to give at least six months' schooling to all the scholars in town. That they have done more than this will be seen from the detailed report of schools in each district.

The schools throughout the town during the past year have been of unusual excellence. In regularity and punctuality there has been a marked improvement. In some of the schools tardiness has become the exception instead of being as heretofore the rule. We have also had occasion to notice in most of the schools a good degree of order, combined with earnestness and activity, in the regular studies of the school. Order is all-important, but when it is secured at the sacrifice

of that animation and life which should characterize a school, it is but a barren acquisition.

We have had an earnest, hard-working body of teachers; to them in great measure is it due that so much has been done, and so well done. Still there is much room for improvement, and we shall be disappointed if another year does not give a better report than the present. To this end there should be confidence and coöperation between teachers and children, committee and parents. Without such confidence and coöperation there can be no steady and continued progress.

School Committee.—D. W. WILCOX, G. K. WARD, E. J. MOORE.

CONWAY.

The great improvement in the management of Public Schools universally, is a subject of grateful acknowledgement of every citizen of the Commonwealth; still there are wants in store for the future to be considered, that cannot be providently met and relieved from municipal resources; wants that require the aid of legislative authority and executive power. Shall that aid be furnished? is a pertinent question.

The mental culture and education of children and youth have the most imperious claims upon civilized society. Childhood is emphatically the spring-time of human existence, in which seeds planted take deep root. If that period be neglected or uncared for, worse than barrenness or sterility may be expected in the autumn of mature life. There can be no limits fixed to the expansion of the mind. Progress is its glory. That all unnecessary impediments to its march may be removed, will be the benevolent desire of every true and rational philanthropist.

School Committee.—A. FORBES, D. T. VINING, E. GUILFORD.

ERVING.

In conclusion, your committee would suggest that some of our schools have suffered from the ill-advised remarks of parents and others in relation to the schools, and more especially in relation to the teachers, in the presence of their children and scholars attending upon the school. If you do not wish to have your children make any improvement during the school term, you have only to indulge in sarcastic and disparaging remarks about the teacher and the school before your children, and you will find you have been successful beyond your most sanguine expectation. If you do not respect the teacher in the presence of your children, you certainly cannot expect your children will; and if they have no respect for their teachers, they

will not be likely to profit by their instruction; and what parent can afford to lose the advantages of a term of school for their children for the very poor satisfaction of trying to injure the reputation of those who are employed to instruct them?

Chairman.—JAMES MOORE.

GREENFIELD.

In view of the radical change which is thus introduced in our school system, it seems to your committee not expedient to waste words upon what has been, but to meet the new conditions in which the control of the schools is placed by this change. Your committee have not urged this change, and are in no degree responsible for it. We have known how deep-seated has been the hostility to the change on the part of some of our citizens, how tenaciously they clung to old usages made sacred by long association. We know how much they have feared the centralization of power over our schools into a few hands. There are many arguments that can be used in favor of the old system; but the committee cannot but urge upon the town the importance of giving the new system a fair and patient trial, for these reasons:

It is the law of the State. We have no choice in the matter. There is no probability that the State will, at present at least, return to the old system. The change that has been introduced has been advocated by every Secretary of the Board of Education we have ever had, and by the wisest and most devoted friends of our Public Schools. It is a change that has been yearly growing into favor, and had been approved by more than two-thirds of the people of the State before the new Act was passed. The district system had already been abolished in all the cities and large towns of the State, and in many of the small towns, where the population is scattered; and wherever the new system has been adopted, it has been found to work well. No town, so far as we know, has been disposed to go back to the old plan when the new one has been fairly tried. There is nothing in the condition of this town why it should not work as well here as elsewhere. We therefore ask the town to give this new plan a fair trial before they condemn it. If the experience of a few years shall prove that it does not give satisfaction, there may be a chance for the repeal of the present law and a return to the district system. There are some obvious benefits to be derived from the new system. Let us look at some of them.

1st. It will tend to equalize the length of the several schools. Under the old system, the village schools have been kept forty weeks

in the year; in the districts out of the village they have been kept from twenty-four to thirty-four weeks. By the new system, all the schools will be brought to about the same length, probably thirty-four or thirty-six weeks. The village schools will be shortened, and the others lengthened. This is a sufficient reply to those who fear that the change is going to be altogether in favor of the village schools. The opposite is rather true.

2d. We shall secure better school-houses than by the present plan. The citizens of the town can hardly be aware what a dilapidated, untidy lot of school-houses there are at present in town. We have but one that really does credit to the district that owns it: the one at Country Farms. All they need there is some more scholars to make a good school. With this exception, there is not one that does not need more or less repairs—a coat of paint, a new floor or desks. There is hardly one that has the appurtenances that health, comfort and modesty require. Most are shamefully deficient in this respect. Under the old system it is not strange that this should be so. The district chose the prudential committee for one year; they seldom put any money into his hands to pay for the needed repairs. He made just as few as he could, out of his own pocket, for which he received neither pay nor thanks; and at the end of the year he transferred his thankless task to his successor, who performed it in the same way. Now the town will see that all needed repairs are made and paid for. The day for the little, old, dilapidated, weather-stained school-houses with swinging shutters, or none at all, and broken windows, crowded upon the highway, with no play-ground, no suitable out-buildings, without beauty or convenience, has passed away. We are to have fewer and better houses than at present, in which the comfort of scholars will be better considered, and their progress advanced.

3d. The new plan will make the office of teacher more permanent. If a good teacher is secured, she will be retained from term to term, and in selecting teachers, the committee can adapt them somewhat to the schools for which they are best fitted.

4th. By abolishing district lines, we can grade and classify scholars better than by the old method.

5th. By throwing the responsibility of the schools exclusively on the superintending committee, they will be much more careful in choosing teachers and supervising their work, than they have been when the responsibility has been divided between two committees.

School Committee.—J. F. MOORS, C. C. CONANT, J. P. FELTON.

HAWLEY.

Another thing which has done much harm, has been the large number of schools for the small number of scholars. Our schools are generally not only too small for excellence, but so many teachers are required that it is not possible to pay enough in order to secure the services of well-qualified, first-class teachers. The wages paid in this town furnish no inducement for any one to pursue a thorough course of education for the purpose of teaching. The stream cannot rise higher than the fountain; no more can children be expected to make great attainments unless they have teachers qualified to lead them up the hill of science. A higher standard of education among teachers can only be obtained by paying higher wages, and that can only be done by reducing the number of schools in town.

To have good schools, the parents must be interested in them. It seems that but few parents in town visit the schools as much as they should. Work never goes on to advantage when the employers are indifferent about it. Parents ought to visit schools often, and in that way encourage both teacher and scholars. It seems to us that parents should inform themselves better with regard to the qualifications necessary for good schools.

Another way, by which parents can assist teachers more than they are many times aware of, is by seeing that their children are early and regular in their attendance at school. A school register is a record of attendance, in which the scholar's presence is not noted, but only the times he or she has been absent or tardy. How easy it is then, and how much better a clean register looks than one that is defaced by black marks, which are only placed against the names of the dilatory and absent. In one school in this town, the past winter, a brother and sister, living less than a mile from the school, were credited respectively with nineteen and thirty-three tardy marks.

School Committee.—ROBERT SAMUEL, B. L. HOWES, CHARLES CRITTENDEN.

LEVERETT.

The object of good discipline is to train up children in the way they should go—in other words to make them good men and women; to so train, educate and discipline them that they will become in after years blessings to themselves and ornaments to society. The object of all teachers should be to educate the moral nature as well as to develop their intellectual powers. A teacher's character, his self-possession, expression of the eye, tone of the voice, his sympathy, patience and charity are all effective instruments of discipline. He

should be just and reasonable in all his requirements; gentle, but always decided. Love should be the ruling element in the discipline of every school. A good teacher will seldom fail of securing the affections of a large majority of his pupils. But there always will be some who cannot in a limited time be brought into subjection to the law of love. How then are these malicious, self-willed children to be governed in a school? Must the divine law of love in their case be suspended? By no means. We believe in the necessity of physical force as a method of discipline in our schools. The very life of our nation has been saved by force, and it would seem that all should recognize its importance in the government of a nation; then why not in a school? Should not rebels in schools, if they cannot be otherwise subdued, be forced to obey? Experience is a powerful educator. Let any one who believes in the never-failing power of moral suasion in school government be placed as teacher in some of our schools, and his principles will not long stand the test of experience. We believe that compulsory obedience is far better than none. Yet teachers should ever remember that their pupils are not saved until they have firmly established in them habits of obedience to principle, and learned the best of all discipline—self-discipline.

School Committee.—ELMER GRAYES, DAVID RICE, CHARLES H. FIELD.

LEYDEN.

By order, we do not mean that the school-room shall be so still that you can hear a pin drop at all hours of the day, nor do we mean that children shall be compelled to sit perfectly still, on a hard seat, six hours in a day without exercise; but we do mean, that each teacher should have a correct system of teaching, which has been obtained either by attending a Normal School, a first-class institute, or by the greatest of care on his or her part. In short, it should be the teacher's aim to so teach, that the interest of the school should ever be on the increase; also, that play never should be permitted to enter the school-room with study.

School Committee.—J. BUDINGTON, Jr., U. T. DARLING, Jr., C. W. SEVERANCE.

MONTAGUE.

We have always held that one scholar in town is entitled to just as much of the Public School as another; that there is no good reason why you should take funds from the common treasury to educate one child eight months in the year and another only three or four; that if our children have any claim on the public funds they have an equal

claim; that by no accident of condition or location is partiality justifiable. Now, then, admitting these propositions, how shall we best attain the highest educational advantage of all our children?

If by abolishing our school districts, let it be done without hesitation or counting the cost. If by restoring to prudential committees their former practice of hiring teachers, let it be done without delay or hindrance.

The hope and glory of New England is in her Public Schools. It becomes us not to be satisfied with what has been, but to press forward to the mark for the prize of our high calling.

Whatever of difference there may be in relation to our other town affairs, let us be of one mind and one heart in all that pertains to our schools. We think they have been tolerably successful the past year, yet capable of great improvement.

School Committee.—R. N. OAKMAN, EDWARD NORTON, E. A. DEANE.

NEW SALEM.

The principal impediments to the greater improvement by the pupils in our schools, are three: First, the condition of some of our school-houses; second, the absence of system in the books used in our schools; and third, the want of interest and appreciation of the advantages of giving their children a good education, or a wilful neglect and disregard of the needs and rights of children in this respect by their parents.

In regard to the first it may be stated, as most of us are already aware, that some of our so-called school-houses are utterly unfit for school purposes. Care must be exercised, that new school-houses, if built, shall be properly located, suitably furnished, and that the expense be the least that the circumstances admit.

The third is the greatest of all impediments mentioned, because it is the hardest to remove, and is productive of most harm. It appears in the irregularity of attendance of children at school and the infrequency of the visits of parents in the schools. If a parent sends his son to learn any kind of manual labor, apprentices him to learn any trade or business, he visits the place of his instruction occasionally, and inquires into his behavior and proficiency; but when children attend our Public Schools, with many parents it seems very different. The school-house appears to be considered by them a sort of prison, and the teacher a cruel keeper, whose chief delight is found in abusing the poor innocents, instead of teaching the foundation of all learning, and opening to them sources of future happiness and prosperity. We ask you, then, to think of this,—send your children regularly to school,

visit the schools as often as possible, and seek to know something of their behavior and proficiency in the branches taught in the Public Schools.

School Committee.—D. EASTMAN, B. W. FAY, W. PUTNAM.

NORTHFIELD.

But if the town chooses to retain the district system, it can greatly improve its schools by reducing their number. It is impossible, with our present appropriation and our present number of districts, to meet the requirements of the law, and maintain all our schools six months in the year. Hence the reason for uniting contiguous districts to increase the size of the schools. Their highest efficiency, not less than economy in the expenditure of our money, demands this. The quality of a school, up to a certain limit, is dependent on the number of pupils. A small school cannot be a good one, even with a large appropriation of money to sustain it. There must of necessity be a lack of enthusiasm on the part of the teacher, and of emulation on the part of the pupils. This has been painfully manifest to your committee the past year, in visiting schools of only five or six pupils. Besides, it is a needless waste of money to maintain such schools. It costs the town twice as much to furnish school privileges to a pupil in a school of six or ten, as it does to one in a school of thirty. There could be a reduction in the number of our schools without injustice or serious inconvenience to any. In some instances the distance from the school-house would be increased, but this would be of small account in comparison with the better privileges thereby secured.

But the educational wants of the town will not be fully met by anything less than a High School. Our Select School does, in some degree, supply the lack of service on the part of the town; but your committee see no reason to change the opinion expressed in their last report, that the Select School, though a great benefit to a certain class, operates unfavorably upon the Common School, by withdrawing from it much of its supporting wealth and interest. This disadvantage will be in some degree compensated if the graduates of our Select School are, in any considerable number, employed as teachers in the town. In some few instances this has been the case, with good results. In this way the Select School may render an invaluable service to the town.

But the private and the public system are clearly antagonistic. It is the settled policy of our State not only to make our schools free to all, but so elevated in their scholarship and so thoroughly good that they will draw all classes to their support. There is nothing in the

geographical position of our town, the location of its inhabitants, or its pecuniary resources, that should hinder the establishment of a High School. Many towns in the Commonwealth have done so, that do not exceed Northfield in point of population or valuation. The large majority of our scholars live upon the great lines of travel, and are favorably situated for communication with the centre. Let a High School be once established here, offering its advantages free of expense to all scholars who have attained a given standard of acquirements, and its influence would be felt in the remotest districts, and it would very soon draw to its support pupils from all sections of the town.

So far as experience has tested the operation of High Schools in small towns, it goes to show that scholars from the more remote districts are most anxious to improve the superior advantages offered. They are generally of such an age as to be able to walk two, or even three miles, without injury to themselves or to their habits of study. The disadvantages of distance are often overrated. In our town they could be easily overcome by the aid of railroad facilities. Nor should this measure be hindered by any local jealousies. There is properly no occasion for jealousy between the centre and the other neighborhoods of the town. Whatever benefits the centre, benefits the whole town. As a healthy heart sends out the life-blood through all the veins and ducts of the human system, so a thriving village centre is felt, in its influence, to the remotest extremities of a town. As in the human body, so in the body politic—if "one member suffer, all the members suffer with it; or one member be honored, and all the members rejoice with it."

It is for the interest of the most remote sections that, as a town, we should have the best possible facilities for education. What is thus expended is not a waste—not so much abstracted from the general amount of wealth; but tends to enhance the value of real estate. Educational privileges have a most intimate connection, not only with the general prosperity of a town, but with the price of every man's farm.

The inhabitants of our smaller towns do not enough consider how much these privileges contribute to the growth and prosperity of a place. Independent entirely of all moral influences, there is a positive marketable value in facilities for education. A commodious, tasteful school building will not only tell its story of a people's liberality and refinement, but will add no small percentage to the value of property in all its neighborhood. Large landholders may count their taxes in such a direction a very safe investment. As a matter of policy, it is not wise for our town to eke out its school appropria-

tions with a niggard hand. It is far better economy to sustain our schools with a generous or prodigal liberality, than to pay a tax on ignorance and crime.

School Committee.—T. J. CLARK, S. W. DUTTON, E. W. COLTON.

SHELBURNE.

The schools have suffered some detriment—more especially the Primary and Intermediate Schools—for want of proper accommodations for so many scholars. More room is the great want. In a town so large and rich as Shelburne, it is a pity the very flower of her schools should be so miserably accommodated. Is it to her credit or shame that her sheep and cattle are so much better provided for than her school children? Agricultural enterprise is commendable. But it would be a fairer crown on her brow if her educational enterprise were as manifest. The glory of Massachusetts is due in a great measure to the excellence of her Public Schools. Has not each town an interest in maintaining that glory undimmed? We hail as an augury of good the indications that the old town is awaking to a better mind. If in the future the children shall be provided with better accommodations as to room and furniture, and even the adornment of the school-rooms; if more generous appropriations are made for continuing the schools for a longer time, and for elevating their grade, by securing and retaining the best instruction, it will prove the highest wisdom of the guardians of her honor.

For the Committee.—P. S. BOYD.

SUNDERLAND.

Arithmetic.—We would not detract one iota from the interest which is manifest in this branch, but when we notice the standard of scholarship which has been attained, and remember how many scholars make this their first study in the primary, and the last in the graduating class, we are constrained to believe that a portion of this time would be more profitably spent in studying some other branches. Mental and intellectual arithmetic have been so thoroughly taught in our schools, that the study of written arithmetic is but a pastime for the scholar, and many of them would be able to pursue as many studies with as without it. If there is a deficiency in any one point, it is in applying the rules to practical examples not found in the text-books.

Change of Teachers.—The result of our observation conduces to the conclusion, that scholars make greater progress, and schools are

more harmonious and successful, which are longest under the jurisdiction of the same teacher. It takes time to form an acquaintance and beget confidence, upon which depends the prosperity of the school. Scholars often spend the first week studying the teacher's peculiarities, instead of facts of science, and new teachers are liable to remove old restraints before new ones are imposed. On the other hand, the old teacher knows what advancements have been made by each scholar, and how to class them; she understands the disposition and inclination of those scholars, and is ready to engage at once in school duties, without any preliminary arrangements.

School Committee.—LEVI P. WARNER, ELIHU SMITH, WALLACE R. WARNER.

WARWICK.

Your committee think it a fact, the truth of which must be apparent to all, that the time has arrived in which there must be a remodelling of the present Common School system of the town, and we give it as our opinion, that if the inhabitants of the town do not approve of abolishing the district system (which in our opinion would be the wiser way,) that the town must be districted anew, or we shall be unable to sustain a school in each district. There seems to exist a striking deformity in the town in respect to the school districts as they now stand. In some districts there are not scholars enough to sustain a profitable school, while in one there are too many for profit, so that a division has been made for some years past, the result of which has been inequality, contention, and an injury to both terms of the school so divided. We say that we live in a land of liberty, of equal rights and privileges; but we cannot see where the equality is to be found in our schools as they are now divided. We would recommend that some way be devised, so that there be a less number of schools kept in our town. The obvious advantage resulting from such an arrangement would be,—longer schools for the very liberal amount of money supplied by the town.

It is also a well attested fact, that an unfortunate selection of teachers often occurs in our town, and it is a subject that demands a serious consideration. Shall we suffer our money to be thus squandered? Shall we suffer the training of our children to be trusted in incompetent hands? There must be something wrong in our school system, or such evils would not be endured, and so extensive as now seems to be the case.

After reviewing the subject in all its bearings, we think there is sufficient proof that this difficulty owes its existence chiefly to the complexity of the process by which the teachers are selected and qualified,

and by this we mean the usual custom of having two distinct committees to act upon this matter. The general school committee, according to the natural course of things, is the most permanent body. The number of persons from which the choice is usually made is smaller, and if an individual proves competent he will generally be reëlected, and even when a change is made it rarely extends to the whole committee. Consequently, it is reasonable to expect that they will have something like a settled policy. It is reasonable to suppose that the general school committee are the most competent to select teachers, or at least it is so in most cases. The very qualifications which render them competent to perform the duties of superintending committee, fit them to seek and select the teachers.

School Committee.—HERVEY BARBER, HENRY H. JILLSON.

WHATELY.

In submitting our annual report to the town, we would cordially invite the attention of the voters to a few brief suggestions in regard to the wants of our schools. Prominent amongst the wants of our schools should be mentioned the fact, that most of our school-rooms are not in such a state of repair as to insure the comfort of our children. The seats are hard and stiff, not at all comfortable, or such as we would provide for ourselves. As proof of this, take a look into either of our comfortable churches, and see how we provide for own personal comfort, one day in seven. And then, many of our school-rooms are sadly out of repair—in some of them large patches of plastering have fallen off; in one, at least, to the extent of several square yards, enabling one to see directly out of doors—this, with the loss of several panes of glass from the windows, afford an amount of ventilation that would put to the blush any “patent fixtures” known to your committee for efficiency.

We would, therefore, as a partial remedy for these wants and abuses, again recommend the abolition of the district system. Let the town have the supervision of the school-houses, as well as the furnishing the funds for carrying on the school, and the committee to have the charge of the schools and report their condition annually—let them procure the teachers and then hold them responsible for the way the work is done, money expended, and the condition of our school-houses.

School Committee.—JAS. M. CRAFTS, C. K. WAITE, S. C. WOOD.

HAMPDEN COUNTY.

AGAWAM.

There has been no marked change in any of the districts, and the condition of the schools does not differ materially from that of the few preceding years. To keep up the standard of the schools, however, to the standard of former years, to prevent degeneracy, is not the full measure of duty the cause of education requires of us. On the contrary, it is the duty of every community, and of every individual, to strive to improve the condition and promote the efficiency and usefulness of these means of popular instruction and improvement. Moreover, the increase of knowledge, the facilities afforded for its dissemination, the impulse communicated to every department of human affairs by bringing the newly-discovered principles of science to aid in the attainment of practical results, revolutionizing society and the world, demand for the rising generation, in order that it may be qualified to discharge the duties soon to devolve upon it, a more thorough system of instruction and training, and better opportunities, than were enjoyed by that which preceded it. Our schools have done as well during the year as we had reason to expect, considering the limited means at our disposal, and the present system of management. In our opinion, the town's appropriation is quite inadequate, and the system of management not such as is calculated to promote the highest efficiency and usefulness of the schools. We have had some teachers whose qualifications have proved insufficient to meet the demands upon them. The principal cause of this deficiency is the manner in which the teachers are employed. Under the present system, district agents engage the teachers, often the first one who applies, knowing nothing of their qualifications, and bring them to the committee, with many excuses, on the very morning the school is to commence; and it is expected, as a matter of course, that the superintending committee will approve every candidate, who has the requisite literary qualifications, whether said candidate has, in their judgment, other necessary qualifications for a successful teacher or not. It places the committee in a very embarrassing position. It is a grave matter to reject a candidate, because the action and motives of the committee are apt to be misconstrued, and the effect of the

rejection may have an influence upon the future character and prospects of the applicant. Another difficulty growing out of the double system is, that it is an insurmountable obstacle in the way of employing permanent teachers. This alone is a sufficient cause for adopting a different plan. It needs no illustration to prove that this principle of constant change, carried into any business, would necessitate a failure in nine cases out of ten. Now it is by securing and maintaining a corps of earnest, successful, professional teachers that we can effectually improve the condition of our schools. It would greatly augment the duties of the superintending committee, yet we are in favor of giving to them the control of the schools, and holding them responsible for their success.

School Committee.—GEO. COLESWORTHY, ASHBEL SYKES, SAMUEL FLOWER.

BLANDFORD.

Much has been done the past year towards making our school-houses such as our wants and the honor and standing of the town demand; and while in view of the heavy burden of taxation which we are compelled to bear, we would not recommend that too much be undertaken at once; yet we recommend a steady and onward progress, until all parts of the town are well accommodated with the necessary school buildings.

We ask the careful consideration of the town to the matter of choosing future boards of school committee; and would suggest to the town the propriety of increasing the number to nine or twelve. By making the committee consist of twelve, we shall have one for each of the schools, who might be so chosen that each school should be represented in the committee. A committee thus constituted would more nearly correspond to the prudential committees under the district system, and all parts of the town would be more directly interested in the care of our school property, and a greater degree of interest, we believe, would be manifested in the cause of popular education in the town. We think but little additional expense would incur in consequence of thus constituting your committee, as one of the committee might be charged with the visitation of the schools, making report, &c.; and we believe the remaining members of the committee would be willing to render gratuitous service.

School Committee.—WM. M. LEWIS, SAMUEL A. BARTHOLOMEW.

BRIMFIELD.

Some teachers are cheap at any reasonable price; others would be dear if they cost us nothing. Till teaching is recognized as a profes-

sion, to be specially prepared for and followed, as other professions are, as a vocation, our children will not generally receive that culture that their nature and capacity demand. It is too late to claim that mere scholarship alone fits a person for teaching, or that its practice can be taken up successfully during the intervals of more profitable employment. The improvements now making to adapt instruction to the capacities of children, are such that it requires constant attention to keep up, and he who does not heed the necessity is in danger of imposing upon a credulous public.

In executing the trust committed to our hands, we have ever recognized the fact that, as water will not rise above its fountain, so a school cannot be better than the teacher. We have therefore selected the best teachers that the means in our hands would admit of, and have afforded them all the encouragement and assistance in our power. But our resources are very limited in the matter of assistance. Other professions have frequent conventions and associations, and an extensive literature adapted to their wants; but district school teachers, who are expected to perform the most arduous, difficult and responsible duties of them all, receive little such assistance, and they must rely largely upon their own resources. To this end, teachers' meetings have been held occasionally the past year, and we hope will be continued for the year to come. These meetings are the great agency on which we must depend for mutual improvement. Any teacher habitually neglecting them will soon find herself behind. We are sure very few would do so if they had the means of coming. Parents, you can help your children by accommodating their teacher in this way. Will you not do them the kindness? Measures will be proposed to make these meetings more efficient and interesting than before. As a little expense for fuel and lights must attend these meetings, and as they are held for the sole purpose of increasing the efficiency of all the schools in town, we respectfully ask the town to make a small appropriation to meet the actual expense.

The Normal method of teaching has been tested to a limited extent in a few schools, and the verdict, so far as we have heard, is emphatically in its favor. We purpose to extend the introduction of this system, little by little, as rapidly as we can do it intelligently, and without danger of making mistakes; but we must have time and opportunity to learn. Experience has abundantly proved that we should never attempt to teach anything, or by any system, till we have thoroughly learned them.

We shall encourage object teaching as much as possible, because we believe such studies better adapted to a child's nature and capacity than the abstruse reasoning of the mathematics, or to him the un-

meaning language of the text-book. We hope soon to see such objects accumulate upon the table of the teacher, where, as yet, scarcely one has ever been seen. The wisdom and beneficence of the Creator may be seen in the various forms of animal and vegetable life. The rocks that cover our hills and cumber our fields are full of instruction; but all these are sealed books to our children, and will continue to be till they are taught to read them. We know that we are anticipating much, promising much. We are conscious that it will require a large amount of preparation to accomplish even a part of what we propose; but we are confident that our teachers will not shrink from the effort if opportunities are offered them. They will surely strive in the future, as they have done in the past, to meet all reasonable demands. We do not expect to accomplish all this at once. We expect only to make a beginning, and then to press forward with all the energy and enthusiasm which God has given us, till our children are as well taught as possible.

School Committee.—NEWTON S. HUBBARD, JOSEPH L. WOODS, W. F. TARBELL.

CHICOPEE.

District No. 1.—The school in this district has had the misfortune of suffering from a change of teachers at each term during the year. The natural and usual consequences of such repeated changes have been decidedly apparent. No one could make any mistake, in the examination of the school, to account for the causes of the undesirable results. These different teachers, with different modes of teaching, of discipline and management, would necessarily be unable to produce a steady, constant and profitable progress. However good the work of either of the teachers, it would be greatly marred and lessened in its value, from the want of the same effort to carry out and accomplish what had been well begun. The unfinished work of the preceding term has been repeated in the next. Everything has been carried on in a desultory manner, and there has been but little that has been profitable or progressive.

A wise and judicious parent will endeavor to carefully, impartially and correctly estimate the mental capacity of his child. How often parents, governed by a weak or misguided affection, fail totally to comprehend the inability of their child to accomplish the task they require! Blind to his incapacity, they urge him forward in his studies, utterly unconscious that he either cannot do the required work, or can only do it imperfectly; and when failure comes, as come it will, they are mortified and chagrined because their demands are not met. They indulge in harsh and unjust criticisms, find fault with the

arrangement of the studies, or more often with the teachers who do not—because they cannot—make a scholar and a genius out of a dull-headed boy. It is to be remembered that all have not equal gifts; some have naturally a larger mental capacity, more brilliant parts, acquire knowledge easily, and of course will advance more rapidly. It is useless to make comparisons, and then to complain and find fault because your child finds it hard to learn, and cannot produce such striking and splendid results as others. It is far better to recognize the “inevitable reason,” and by prudent and judicious management, accomplish the work more slowly if less brilliantly.

Parental fondness, foolish pride, a desire for display, a wrong estimate of a child's ability has often been ruinous to the only method whereby he could expect to attain success. How sad to reflect that the very means which, if used judiciously, would have produced, if not brilliant, at least commendable results, have been rendered utterly inefficient because the parent has refused or neglected to rightly discern the capabilities and mental wants of his child!

One of the most important duties which belong to the parent, is to sustain the authority of the teacher. The responsibilities of the teacher and parent are not only “common but they are momentous.” An entire confidence should exist between them, for, to insure success, they should labor with mutual trust and forbearance in this common cause. There is nothing which tends so much to encourage a teacher and inspire him in his hard and difficult work, as to know that he has the confidence and good will of the parents of his pupils; that they sympathize with him and appreciate the magnitude of his labors and responsibilities. Every parent, therefore, should heartily give all the educational power and influence which he can reasonably exercise to aid the teacher; there should be no antagonisms between them, but perfect harmony and concord.

There is nothing upon which the success of the school more depends, than its order and discipline, and nothing tends more to insure it than the fact that the teacher's authority will be sustained by the parents, and that every child shall yield to it an implicit and deferential obedience.

If difficulties occur, if in your judgment the teacher has acted injudiciously, then calmly inquire into the cause of the complaint, and seek to know the whole truth in the matter of difference. The reports of scholars respecting the management, the discipline, the instruction of the teachers, are not always to be implicitly relied upon; if no actual untruth is told, still a coloring is given, an exaggeration is indulged in which amounts very nearly to it. Statements thus made excite angry feeling, passionate remark, and very often

without a moment's forethought, and in the presence of child, the parent indulges in the severest criticism, and condemns without stint the action and management of the teacher. But even if no such criticisms are made, without reflection a word is dropped, here and there, which indicates a feeling of dissatisfaction, and that the teacher was at least half wrong; thus encouraged, the child takes occasion to go still farther, and try to what extent the authority and discipline of the school can be resisted. It is very easy, under such circumstances, to predict the result; for with such influences at work, the authority and usefulness of any teacher would soon be destroyed.

Parents often indulge in unkind remarks respecting the discipline of the school-room, and find fault because it fails to secure the ready and willing obedience of the pupils; and yet, after all, this lesson of order, obedience and good behavior, is one which should have been taught, and taught efficiently too, as well as thoroughly learned at home. The basis of good behavior is laid long before the child goes to school; if there is laxity and weakness in the home government, rest assured that submission to the restraints of the school will not be given without a struggle. A child that is educated at home to be mild and docile and respectful, who has been taught to obey his father and mother, will render a cheerful obedience to the commands of the teacher; but, on the other hand, he who has been indulged in his conceit, who is rude and disrespectful and restive under parental control, who is allowed to be disobedient, will exhibit the same disposition at school.

School Committee.—P. LEB. STICKNEY, SAMUEL ALVORD, EDWARD A. MANNING.

GRANVILLE.

By a recent Act of the legislature, which we append, this system is abolished, and, though the town has been opposed to the measure, it is the opinion of the committee that better schools are possible with the system about to be instituted than with the old. Our reasons for so thinking are, that while the new system abolishes the evils most generally complained of under the old, it does not necessarily do away with any of its advantages, if any there are. If it does, we fail to see wherein. The objection "that it will place too much power in the hands of a few," (or of the school committee,) is answered by saying that the remedy for the abuse of this power is in the hands of the town; for, if dissatisfied with their committee, a sufficient number can be added to the board, at any annual meeting, to control their action. They can also, if they choose, have each district represented, and each member act as a sub-committee in the district in which he

resides. The plan has been in successful operation in several towns. The question of reducing the number of schools can thus be decided by the town.

We would call special attention to the pressing need, and in some cases almost absolute necessity, of immediate action on the part of the town towards providing suitable school buildings. Of the eleven school-houses in town, there are but two or three that can be classed as good buildings, and but four or five that are decent in their accommodations for schools. But the coming appraisal will show their condition fully, so we need not speak further of them except to urge that their places be supplied as fast as possible.

Let the new houses, when built, contain suitable arrangements for ventilation, as well as warming,⁴ and have plenty of blackboard. Let them be neat and attractive, as well as convenient, and require them to be kept so. Some think this cannot be done, that "Boys will be boys," and will whittle and otherwise deface a school-room, even as their fathers did before them. But give them a tasteful and attractive room to study in, and a great share of the temptation to deface is removed. Then compel each parent to pay for all damage done to the school-houses by his children, and the evil will soon cease.

Most men in this Yankee land, sitting in the shop of a joiner, where the floor is littered with sticks and shavings, feel an inclination to whittle. Just so our school-houses, bearing the marks of the pocket-knives of a previous generation, are standing invitations to all the boys contained therein, to practise the art, as well as that of drawing on wood.

School Committee.—J. W. JOHNSON, E. C. ROSE, C. B. KING.

HOLLAND.

A word or two with regard to spelling in our schools. Teachers are becoming less thorough in their drill in this branch, especially with the larger scholars. After scholars get into the first class they seem to think spelling beneath their notice, therefore they will neglect it unless they are encouraged by the teacher. Scholars have a great ambition to read in the highest reader in the school, and not unfrequently we have seen two, and sometimes three classes all reading in the highest reader, designed for the first class only. This ought not to be allowed. We have seen young scholars who were very poor readers quite disappointed because they were not allowed to take the highest reader, when they were then reading in a book too hard for them.

School Committee.—F. B. BLODGETT, F. A. BROWN, WM. L. WEBBER.

LONGMEADOW.

In this connection, however ungallant and old-fashioned it may be in these days of women's rights, we demur to the claim of equality between male and female wages. Admitting the intrinsic value of the work performed to be equal for a given time, there is still an element in female labor which must in the long run, and by the fair estimate of a general rule, considerably lessen its comparative value. And that element is, its uncertainty, its variableness as dependent on sex. Presuming that we may speak of women who emerge from the privacy of domestic life to appear on public platforms with the same freedom that we speak of Wendell Phillips or Henry Ward Beecher, we affirm that while Miss Lucy Stone may resent being called Mrs. Blackwell, and may regard matrimony as merely an incident, and her husband as only a convenient traveling appendage, the majority of women will continue to regard matrimony and maternity as important ends, enough so to interrupt and supersede, however suddenly, teaching or any other kind of labor in which they may compete with men, while in maternity and its peculiar sphere of attendant duties we cannot successfully compete with them. This constant element of variability and uncertainty inseparable in such various ways from the fact of sex, making all kinds of female labor, teaching included, subservient to that most important one for which woman is woman, and not man, must make a just difference in the general value of female labor, and the comparative rate of female wages.

School Committee.—JOHN W. HARDING, GEORGE W. GOULD, GEO. E. MARKHAM, S. W. GATES.

LUDLOW.

A large part of the dissatisfaction which occurs in regard to the management of schools, and the requirements of teachers, arises from a want of a better acquaintance with the schools. The Creator has placed upon parents the brief responsibility of watching over and educating their children; and this great responsibility they cannot roll from themselves upon others. They should know how their children employ their time, and how they conduct at school, and how they demean themselves towards their teachers and fellow pupils, as well as their behavior on the way to and from school.

If parents would know the condition of a school, they should visit the school. It will be useful for parents to see with their own eyes how their children appear at school as well as at home. You may say

that this is an old theme, but we wish, like the politician, to keep the subject before the people until they embrace it, and put it in practical operation.

School Committee.—ADIN WHITNEY, JAMES O. KENDALL, A. GARDNER.

MONSON.

During the past year, the town has conformed to the educational policy of the State, in providing High School education for the youth of this place, at public expense. The town school committee have been authorized to select such resident pupils of the town as are qualified in scholarship, and to report their names to the selectmen as persons entitled to receive their tuition as High School pupils.

The selectmen are authorized to give an order on the town treasurer to each High School pupil, for the payment of tuition fees at the Academy, according to the rates established for instruction in those branches required by law to be taught in High Schools of the second grade.

The town school committee have examined and approved forty-seven persons, as High School pupils during the year; and of this number, thirty-two were connected with the Academy last fall term, and thirty-one during the past winter term.

The town school committee have been invited by the trustees of the Academy to be present at all public examinations, and to visit the Academy whenever they desire, so as to enable them to report to the town concerning those pupils under its patronage. The committee were present at the fall and winter examinations, and report satisfactory results. They have also examined the register of the Academy, in which the weekly record of each student's rank in scholarship is kept.

The Academy was chartered and endowed by the State sixty-five years ago, for the same objects, so far as this town is concerned, which the modern system of High Schools has in view.

The rates of tuition have always been moderate; the institution has enjoyed a high degree of popular favor, and the people of this town have made liberal contributions to its funds.

The town now pays nearly \$674 a year for the tuition of thirty-two pupils, in an institution whose annual expenses are more than four times as much, and whose buildings, apparatus and libraries, if destroyed, could not be replaced in their present condition for less than twenty thousand dollars.

The town does not contravene the educational policy of the State, in availing itself of the advantages of an institution which was

founded and endowed by the Commonwealth, and which, at a low rate of tuition, affords far better facilities for higher education than the law requires at a comparatively dear rate, in a High School of the second grade.

In the arrangements made by the town for High School education, free to all, at the public expense, the trustees of the Academy have taken no action, and interposed no objection. They have deemed no action to be necessary, as the students under the patronage of the town enter the Academy just as others do, and enjoy all its privileges. The Academy was chartered to give instruction to just that class of young persons whose tuition the town proposes to pay. It gives instruction for the same length of time, and in the same branches for which the town is obliged by law to provide, as a free and common benefit to all persons of proper qualifications.

The examination of candidates for the High School will be held three times a year, each preceding the beginning of each academical term. It will be the duty of the town school committee to give seasonable and definite notice of the time and place of these examinations. When candidates are admitted to the privilege of free instruction, it is to be understood that they will be punctual in their attendance at school, and be present at the examination, at the close of the term, by the town school committee. If not present at the public examination, or if school duties are neglected without cause, those thus delinquent will be liable to a re-examination, or to a forfeiture of free tuition.

I venture to point out to teachers quite a general defect in the schools I have visited the past winter, in the lack of a correct method of instruction. There is too much mechanical teaching. The teachers aid their pupils in doing what they should require to be done without assistance. Pupils are too often relieved from effort by the leading or guiding questions of the teacher.

The office of a teacher is mainly to show scholars how to help themselves, by leading them to the knowledge of the principles which underlie all their processes of school-work. The child that is always carried, never learns to walk. Put him on his own legs, then give him a finger, or leading string, and he will soon walk. So in intellectual development. The teacher should not only impart truth, but safely and surely lead the child into a knowledge of truth. This is the true office of a teacher, and hence he is rightly called a pedagogue, or child-leader.

To make the child think for himself, is the teacher's main business. He should not aim to cram the memory of children with the results of his own thinking, but stimulate them to do their own thinking.

School Committee.—JOHN P. CADY, R. II. HOWARD, C. HAMMOND.

MONTGOMERY.

We have abolished the old district system, and the town has built two new school-houses in the former districts, numbers two and four; they are erecting two more this year in the former districts numbers one and three. We have suffered, as a town, for many years, for the want of comfortable school-houses for our children. The abolition of the district system has enabled us to have our old dilapidated ones torn down, and new and more convenient ones erected in their places.

The school system which looks to intellectual culture merely, will not only fall short of accomplishing its object, as it is not the head alone, but the heart, the moral feelings that should also be cultivated. The school-room is the place where the moral faculties should be developed in due proportion. Here is the place where the formation of character, upon which the structure of a complete manhood in all its graceful proportions may develop itself. The school-room ought to develop good manners.

We look forward to the time when our schools will be nearer what they should be. New and convenient school-houses, well qualified teachers, also the coöperation of parents with the committee will, we hope, usher in a new era in the education of our children.

School Committee.—HORATIO K. AXTELL, HORACE BARTHOLOMEW, JARVIS A. HER-
RICK.

PALMER.

In some districts there have been no schools during the summer months; and the scholars of such districts have been accommodated at the nearest school outside of their district limits, which, in most cases, has been as convenient for them as it would have been had these schools been maintained; and in all cases they have had the same and more school advantages, both as to time and the quantity of instruction. In the fall and winter, most of those districts just referred to have been provided with schools for the usual time and of the usual grade.

We trust this course has given general satisfaction. It certainly has marked advantages over a former practice of employing teachers at from \$16 to \$30 per month, to teach five or twelve scholars, when they could as well be provided for at another school and without great inconvenience.

School Committee.—WM. HOLBROOK, E. M. HAYNES, GAMALIEL COLLINS.

RUSSELL.

There is a serious difficulty which is a constant source of interruption and annoyance, and that is the removal of scholars from one town to another, and as a matter of course they come bringing with them a different set of text-books from those used in the town to which they remove. It is a serious matter, and ought to be obviated by some means. It can be done by the legislature requiring that the towns shall furnish the books to the schools, and when a scholar or family is about to remove, let the committee take the books and appraise them, and pay for them, and then they would be ready to provide themselves with books such as are used in the schools to which they come, and thus be relieved of an onerous tax.

School Committee.—WM. POMEROY, N. D. PARKS, S. STEELE.

SOUTHWICK.

Relative to the schools in our own town, during the year just closed, the committee report success unprecedented in Southwick. The teachers have been, for the most part, earnest, faithful laborers. The system of government has been generally good. There are serious impediments, in some of our districts, to progress equal with that made in others.

Some parts of the town are furnished with fair buildings for school purposes, while in other portions of the town there is a lamentable destitution. Last year the committee called the attention of the citizens to the poverty of their school-houses. There was a liberal response in relation to the academy. This room has been nicely and economically repaired, and the town, in the judgment of the committee, has never used its money in better investment. We would still recommend appropriations for the repair and improvement of the district houses. Some of them are wholly unfit for the assembling of scholars. The building in district No. 3 does not afford even a comfortable shelter against severe and inclement weather. To say the least, it is not prudent for children to be confined within such a wretched covering. This house is perhaps in the worst condition. But those in districts Nos. 1, 5 and 8 are much inferior to what they ought to be. Will the town act in this matter?

In the last report of schools, the committee were provoked to speak unfavorably in relation to the withdrawal of pupils from school just previous to examination. This practice has become grievous; the academy is sadly troubled on account of it. Other towns have opposed this grievance in their High Schools, especially by a provision

like the following:—Any scholar who leaves before examination must, before entering the school in any subsequent term, obtain a permission from the committee; such permission being granted only from a proper excuse for such absence. Why cannot we have a like provision?

School Committee.—H. R. WEBB, LUTHER FOWLER, G. A. STILES.

SPRINGFIELD.

Another important feature has been introduced into our system of instruction, and though it is too early to speak of results, we hope much from it. It is the Training Schools, or the schools where young and unexperienced teachers are themselves trained for their work. The salaries we can offer for teachers in our Primary and Intermediate School, are not sufficient to enable us to compete very successfully with higher schools, and secure the graduates of the Normal Schools for such service. But there are always graduates of our own High School who wish to teach, and who with training themselves, and with some experience under the care of our accomplished teachers, would help to supply this deficiency. Six of the schools in the State Street building have been devoted to this purpose, where young teachers are put in charge of forty or fifty pupils each, and Miss Bancroft, an experienced and accomplished teacher, superintends the whole. By such training of our young teachers for one, two or three terms, and then transferring them to other schools, it is hoped that our wants may be in part supplied, and that some of the best methods of teaching may be gradually introduced into all our schools. It will be well for the public to keep watch of this experiment.

The Half Time School at Indian Orchard, is a still more novel and uncertain experiment, but full of interest if it is found to succeed, and likely to work an important change in our manufacturing communities. Our laws forbid manufacturers to employ children between certain ages, who have not attended school one term at least during the year. By the present arrangement, such children attend school three hours each day through the entire year, and work the rest of the time in the mills. By the encouragement and coöperation of the treasurer and agent of the mills at Indian Orchard, and also by generously paying these operatives full wages for about three-quarters time, the arrangement is satisfactory, and doing something to educate a class, who by removing from place to place, and under one pretense and another, and in spite of the laws, are deriving very little benefit from our Public Schools. The fear is, that our manufacturers may not appreciate such an influence upon their operatives, and upon the character of their villagers, and so not feel that they can afford to pay

such wages for so few hours of work. But it is to be hoped that the results will justify the plan.

A well arranged plan has been adopted to carry into effect the laws which relate to truancy, and something has been accomplished in this respect. Our laws assume that no one is qualified for citizenship without a common education. The State therefore provides the means of education, and makes them free to all, and then deems it a crime, to deprive another, or to deprive one's self, of such a benefit. And children between the ages of seven and sixteen, who are "not attending school, or without any regular occupation, or growing up in ignorance" may be fined, or sent to some Reform School. Each city or town is also authorized to establish a Reform School of its own, for this class of persons, and they may be sent there, if it is thought best, instead of being fined. Under these laws, one wing of the almshouse has been set apart for such a Reform School, and placed under the care of a suitable matron. And there has been established what is called an Ungraded School, where habitual truants who ought not to be sent to the Reform School, may be kept under instruction until they can return to the Graded Schools. This Ungraded School is put in charge of a gentleman, who is made the principal truant officer. And it is made his duty to look up all truants, and investigate the cases reported to him from all the Public Schools. And having a female assistant with whom he can leave his school, when required to do so, he is able to attend to such cases. He is to visit the homes of such children and ascertain whether their parents and guardians know of their absence from school, and whether there is any good reason for it. He is expected to do it in a kind and sensible way, and so as to make parents feel that he is aiding them, and seeking the good of their children. When satisfied that they are real truants and that there is no other mode of preventing it, they are taken to the Ungraded School, which they are required to attend regularly, until their attainments and habits admit them to some of the Graded Schools. But if they are irregular there, they are given to understand that they will be taken before the police court, and committed to the Reform School. This is sufficient with most children to secure their regular attendance, so that there are only twenty-two in the Reform School and these are the worst class in the city, some of whom would be in jail, if they were not there. The result has been, that the attendance upon all our schools has been increased, and made more regular. Eighty-nine per cent. of all the children of the city, who are deemed by our laws of suitable age to attend the Public Schools, are in them. And of the class of vagrant children, which is so large in every large town, and who would be quite likely to graduate in the

street school as roughs and villains, thieves and prostitutes, a large portion are in school, and receiving an education and training which will be likely to make good citizens of them. This department however requires constant care, and the results will always depend upon the attention that is given to it. The worst cases are not all reached yet, and it is difficult to see how they can be, without a more rigid interpretation of the law, so long as there are parents who encourage their children in truancy, and for the slightest compensation deprive them all their lives long of a decent education. The law makes this a crime, and punishes manufacturers for doing it, and should not parents be held amenable to the law, even though they are parents, when they attempt such a wrong upon their families and upon society?

The course of study in the High School is also being enlarged and improved. A Preparatory Department was established two years and a half ago, where the more advanced pupils from the Grammar Schools could be instructed in higher branches, and those who were to pursue the classical course, should begin to make some progress in Latin, before they were transferred to the upper room. This department contains twenty-five pupils. Provision has also been made for a four years' course of study in the High School, instead of three, the former limit, and the present senior class, instead of graduating, will enter upon a fourth year of study, at the commencement of the next autumn term. Such an arrangement will increase very considerably the number in the High School; an increase which has already been from one hundred and twenty, three years ago, to one hundred and ninety-five, at present, and which will bring the number up to at least three hundred under the new system. But it is a desirable improvement, and absolutely necessary to furnish a more complete and thorough business education, the need of which is now so much felt. More distinct reference must be had, to the wants of those who are to engage in mechanical, manufacturing or mercantile pursuits, just as we now have to a preparation for college and the professions. The High School will always be the People's College, where the greatest number will receive an education in the higher branches, and their necessities must be regarded. And it is expected, that this new arrangement will provide for such necessities.

In conclusion, the committee would express their high appreciation of the services of our superintendent of schools. His abilities and fidelity, the good understanding maintained between him and his teachers, his readiness to listen to any suggestions, and the care and wisdom with which his experiments are made, afford the committee

much satisfaction and are constantly adding to the efficiency and worth of our whole school system.

For the Committee.—S. G. BUCKINGHAM.

In the long vacation the three large rooms in the old State Street building were made into six, each capable of seating from forty-five to fifty children, and thus the opportunity was afforded of establishing in a quiet way, and without extra expense a Training School. Such a school was deemed desirable, that graduates from the High School and others of proper literary qualifications, but without experience as teachers, might have a place in our schools. Such persons were formerly employed as assistants in the double schools, and after serving an apprenticeship with an experienced teacher, were put in more responsible positions. But the policy of late has been to abolish those double schools. The better salaries paid the last two years, have enabled us to secure teachers of experience and by the operation of these two causes our school-room doors were practically closed against those who had never taught. It was not their fault, but their misfortune. It was not from any wish to keep such out of school, but from a desire to secure the best teachers possible. To give such persons the benefit of another's training and experience, and at the same time improve our schools, this school was opened at the beginning of the school-year. It was placed in charge of Miss Susan C. Bancroft, a lady who had received a thorough training and had had several years' experience. Six young ladies, only one of whom had taught at all, were placed in charge of the six rooms, and for four months the school has been in operation with profit to those teachers and their pupils. I think it very fortunate that in the experiment the services of a teacher so faithful, so capable, so earnest as Miss Bancroft could be secured. It is too early to speak of what it has accomplished, but I see no reason to fear that it will not meet all reasonable expectations.

One of the rooms is occupied the present term by a "Half Time School," that is, by children who work in the mills in the morning, but attend school in the afternoon. Many of the parents are so poor, or claim to be, that they must have the wages of their older children to help support the younger, and if those are shut out from the mills the time the law requires them to attend school, the parents seek other places where for a time at least the law can be evaded. To meet the necessities of these parents and the demands of the State for an educated citizen this school has been opened. The Indian Orchard Mills Company, to their honor be it said, submit to the annoyance and inconvenience of having about thirty of the operatives out of the mills three and a half hours daily, and still pay them for full time,

that there may be no ground of complaint on the part of the parents. Thus the opportunity is afforded of helping to settle the question whether our school sessions are too long for the most rapid advancement of the pupils.

High School.—More than three years ago the effort was made to afford the means of a better classical education at the High School. A teacher was employed, Mr. Fernald, who devotes his whole time to instruction in the languages; and the principal, Mr. Stebbins, also hears two or more recitations in the classics. Besides, a Latin preparatory class was formed, that boys who purposed to enter college might begin the study of Latin two years earlier, and so have five years in their course of preparation. It was not thought that our teachers could in three years, under their circumstances, give boys as good a preparation for college as they could under some other possible circumstances, or as those boys could obtain in a classical school, where the whole time and attention of a teacher are given to a single class, and an hour and a half or two hours are given to a recitation. But it was thought that in the five years allowed here, and with the thorough instruction provided, an excellent preparation for college could be obtained, and the result has proved the correctness of that opinion. From this it appears that no father need send his boy from home that he may be fitted for college. He may prefer to do it, that his boy may the sooner learn the “ways of the world,” while others prefer to keep their boys as long as possible under home influences, sending them from home with no little fear even when old enough to enter college.

The Ungraded School upon State Street, and the Truant School at the almshouse, established to check truancy and as far as possible secure constant attendance have been in operation more than two years. In the former there has been no change of teachers, but Miss Bascom, who identified herself with the Truant School in its small beginnings, left the city in April, much to the regret of all who understood the work she was doing. Miss Susan M. Cook of Hadley, took her place and entered into her labors. These two ladies, the former for a year and a half, the latter for nine months, have given head and heart and hands to the care and instruction of the boys, and none can tell how much we are indebted to their efforts for the successful issue of the experiment, or for the hold the school has upon the regards of the people. They have taken great pains to improve the morals and manners of the boys, to teach them “good behavior,” and I venture the assertion that no company of twenty boys, more gentlemanly, more manly than these, is seen in our churches, in our Sabbath schools or in our streets. I wish to renew the recommendation of last year,

that if possible regular work be provided for them, not merely or principally that they may defray a part of their expenses, or learn how to work, but that they may understand that work is a part of life. I wish also to call the attention of the benevolently disposed to some systematic effort to secure places for them—good homes—when they are discharged. They are too young and the time of their sentence is too short to have correct principles so instilled and good habits so formed that it will not be fearfully certain that under the influence of their homes and of the street they will be again dragged down. Cannot something more be done to save such to society and to themselves?

Evening Schools.—There are, now, as there were last winter, two of these schools, one upon State Street, one upon Bridge Street. They are taught, one by Mr. Barrett, the other by Mr. Clark. The number attending is about one hundred and twenty. These are mostly young men and young women, seeking now under many disadvantages and discouragements to acquire at least a part of the education which the State designs all her children to have, that they may be fitted for the duties of life. Their attention is given to reading, spelling, writing, and arithmetic, and their progress is as great a could be expected under such circumstances.

There came a request this winter, for the first time, for an Evening School at Indian Orchard, and one was accordingly opened in the old school-house. But the very first week more attended than could stand in the room, and the next week another was opened in a vacant store, and now from a hundred and fifty to a hundred and seventy-five are found in those schools five evenings of the week. They are taught by the teachers of the day schools, Charles J. Goodwin, Esq., agent of the Manufacturing Company, rendering valuable assistance, both by his efforts to provide suitable accommodations, and by his presence often at the schools. Attention is turned to the subject of education which will result in great good to the village.

Superintendent.—E. A. HUBBARD.

TOLLAND.

Let those who have the care of the young, remember that the process of education commences and is continued for years in the family. The knowledge gained in schools is important, but of more value is correct nurture at home. The periodicals of the day are as efficient as any text-books to educate youthful minds. Let no father suffer his house to be destitute of a good supply of newspapers and other periodicals. Hesitate not to buy instructive books. Many of the books

sold by travelling agents are of little worth. But among the numberless works now published, choose those that will enlarge the intellect and elevate the soul, as well as yield rational pleasure. Do not purchase any trashy literature, but buy good books. The money thus expended will yield a large return of blessings to your families. It is a hurtful custom to bring up children in a house where there are no interesting books. Better deprive yourselves of some luxuries, or even conveniences, than to deprive your families the means of mental progress. Better be more economical in your food than to be stingy in supplying your houses with reading matter. If some new works are purchased every year, you will in the course of years accumulate a valuable library. Allow us to urge you to devise and use means to promote the best interests of your children.

School Committee.—G. FORD, W. W. HARRISON, S. C. MARSHALL.

WALES.

In some of our schools, not a single parent has visited during the term. This is not right. Let your children know occasionally by your visits that you are interested in their welfare as scholars, and they will make greater proficiency in their books and character than otherwise. Do not think your duty done when you have voted your money and elected your committee. Parents owe a duty to scholar and teacher that the committee are unable to perform.

Again we say to teachers, that we need more oral instruction and explanation. We need to arouse a cultivated thought and quickness of perception. Your committee realize that memory alone is often cultivated, and that many a recitation might as well be in an unknown language, as far as any thought or idea is brought out, or any principle made clear. Teachers should not be confined entirely to textbooks, but should explain and illustrate orally what may be needed for a perfect understanding of the subject taught. We also would recommend that some attention be paid to music, particularly among the smaller scholars. It creates an interest, and relieves the tediousness of the school-room.

We hope, under the new school system, to make our schools still better, and feel confident we can if the town give us their support. It will be our aim to secure the services of such teachers as are best adapted and qualified for each respective school, and which shall tend to the future welfare of the rising generation.

School Committee.—L. E. MARSH, H. A. MCFARLAND, D. F. PARKER.

WESTFIELD.

Condition of Schools.—During the past year, the schools have done as well as we had any reason to hope; most of them have done exceedingly well. There has not been that efficiency and progress in some two or three, that we should have desired, chiefly traceable to the interference of some of the parents with the discipline of the school. The discipline of the school-room is composed of very delicate machinery, and each part must be in harmony with every other part, in order to secure excellence and success. Any jostling by a rude hand, especially if that hand be a parent's, will mar its beauty and impair its power, and when once the power of the discipline of a school is broken, all else that a teacher may do, is of little avail. Destroy her power to govern and you destroy her power to teach. Create a disrespect in the mind of a child towards his teacher and he will be restive under that teacher's control. Speak lightly of, or sneer at, or ridicule any one rule that the teacher is endeavoring to enforce, or say to the child that *you* would not obey it, and he will soon learn to treat with levity, and disregard *every* rule of the school-room and lead others to do the same. To him they are all alike. The operations of the school-room will become like the working of broken machinery, like undertaking to make a watch keep correct time without a regulator. Good discipline in a school then is essential. Every rule should be obeyed, however trivial we may deem it. A poor teacher with good discipline, will be more successful than a good teacher with poor discipline. Parents should learn this as well as the teacher, and should coöperate with the teacher in maintaining it. If any rule or regulation of either the committee or teacher appears to them as unnecessary or obnoxious, it would be better to see the committee in regard to it, than to join their children in resisting it, or in any way disparaging it, when the teacher is enforcing it. The course we suggest would be proper and right, the authority of the teacher would be maintained and the school not be injured. It is the duty of the teacher to keep and enforce all rules of the committee, and any act or word of parents that will encourage opposition or resistance thereto, on the part of their children, may not only be an injury to their own children, which might be lasting in its effects, but result in destroying all the good accomplished by the school, and thus inflict an injury on the children of others that would be irreparable, as in almost every school there are children whose time to secure an education is extremely limited. We therefore urge upon parents to carry their grievances, if they have any arising from our rules, to the committee, and not resist nor encourage their children to resist the

teacher, when she is simply discharging her duty, and can no more change or suspend a rule, than can they themselves.

The rule relating to "attendance" should receive the careful attention of all concerned. Promptness in meeting an engagement we consider an excellent virtue in any person, and if we train our children in the exercise of this virtue, its practice will be comparatively easy with them in maturer life, and the object of this rule is to aid in such training, and to keep the child continually within the purview and control of either parent or teacher. If a child attends school, he should be there at the hour when the school commences, and should be taught to regard it as a misdemeanor not to be there. If he is thus trained during his school days, a habit of promptness will be formed that will be of incalculable benefit to him when he becomes a man. If he is so taught in regard to school matters, he will be likely to extend it, and parents should insist that it be extended, to all other duties of childhood, and thus he would grow in this virtue, at least, "in the way he should go." The object of the rule in regard to their tardiness and absence is most important, and we trust it will not become a "dead letter," with any family, or in any school in town.

Progress already made.—A comparison of the present with the past will afford us ground for encouragement in our efforts to advance, and though we have fallen short of the attendance of the year before, the largest on record in our school history, it is only a fraction of one per cent. In 1867, the attendance was 83.48; in 1866, 63.53; in 1865, it was 78.48; in 1864, 70.64, and in 1863, when the district system was abolished, 77.36; so that the last two years are the best in this respect, since we entered upon the town system, so called. We have also improved in other matters. In 1867, the town raised for school purposes, by taxation, only \$4.66.7 for each child between the ages of five and fifteen years, and in the grade with other cities and towns, she stood as low as 127, and in the county, 15. In 1867, she raised \$9.64.3 for each child, and rose to 49 in the State grade, and three (3) in the county. She appropriated in 1863-4, only one mill sixty-eight one-hundreths of her taxable property, in the State valuation, for the support of schools; in 1867-8, she appropriated three mills thirty-three one-hundreths, and last year, three mills fifty-one one-hundreths. In 1867, we ranked as the thirty-third town in the State in attendance.

In addition to the above, the town has raised by taxation and expended in the erection of new school-houses, in grading lands and the improvement of grounds, in six years, \$86,632.16, besides large expenditures in making repairs, and for all this, the inhabitants have cheerfully taxed themselves, as the expenditures have been made, not

adding therefor a single dollar to the town's debt, except for the purchase of the Academy property for the use of her High School.

Her new school-houses are objects of attraction and admiration to all, and for commodiousness, convenience, and adaptation to the purposes designed, we deem them unsurpassed by any, in towns of equal wealth and population. The efficiency and capability of our teachers have increased at least in the same ratio. The school policy of the town has assumed a definite form. Rules have been established and published for the guidance of all interested. Courses of study and grades have also been arranged and established. When in the district system, every teacher made her own rules, established her own course of study, and did generally what seemed right in her own eyes, there was no proper relation of one school to another. Now, our schools act as *one* school but with different grades of study. Then our High School occupied the humble limits of the rooms under the town hall, and its course of study hardly reached the standard now required of our Grammar Schools. It is now established upon a course of four years study in the English branches, and furnishes, in addition, an elementary course in the classics, and vocal music; is thoroughly supplied with a philosophical and chemical apparatus, unsurpassed probably by any school of its grade, and occupying the spacious apartments formerly occupied by the Academy.

All this has been accomplished in these last six years, by dint of effort, and the generous appropriations of money made by the town. We affirm not these things boastingly, but as incentives to further efforts to advance. Our resources are but in the beginning of their development. Already we are receiving ample compensation for what we have done. We should search diligently after any defects in our system, and apply the remedy. Let liberal appropriations continue to be made; see that our schools are "thoroughly furnished to every good" they need; only see that nothing be wasted.

School of Observation.—This school has been more than usually prosperous during the year. The rush of children to the school, and the precarious health of one of the teachers, obliged the employment of an additional teacher during the winter term. We have alluded to the condition of affairs in this school elsewhere, to which we invite your earnest attention. It will soon be imperative, if not already, that relief be afforded the school, as it has suffered for the want of suitable accommodations the past year. After another year's experience we can repeat with increased emphasis what we have said heretofore concerning the beneficial relation which this school holds to the State Normal School.

School Committee.—THOS. KNEIL, JERE. HORTON, H. HOPKINS, M. M. LLOYD, J. JENNINGS, M. L. ROBINSON.

WEST SPRINGFIELD.

In some of our districts there has been a good deal of difficulty in preventing truancy; but as the town has now taken the necessary legal action, it is to be hoped that efficient measures will be taken to cure this evil.

In conclusion we congratulate our fellow-citizens on the very important steps in advance which the town has taken in voting so harmoniously to establish a High School. With such a school in successful operation not only will many of our youth enjoy advantages for higher culture which would otherwise be beyond their reach, but an influence will grow from it that will tend to raise the standard in all our schools.

School Committee.—P. K. CLARK, N. T. SMITH.

WILBRAHAM.

During the past year no trouble between parents and teacher has come to our knowledge. Yet we are far from thinking they have shown that interest in the schools which they might or should have done. Were the children employed in a manufactory instead of attending school, we believe the parents would show more interest in insuring a punctual attendance. In our business relations we look well to see if we get an equivalent for our money; why not show an equal interest in the hundreds raised for the education of our children?

We would call the attention of our citizens to the condition of our school-houses. Some of them need repair, on either the roof, windows, doors, seats, or on all of them. Others are not worth repairing. They should be removed and others erected—we do not say in their places, for most of them are entirely out of place, being close upon the highway without a rod of land for a play-ground, or a single object to make the place attractive. In the first place, a site of not less than half an acre in a pleasant location should be procured. A certain portion of this should be assigned to the scholars for a play-ground. The remainder, not occupied by the building, should be made more attractive than about our private dwellings. The building should be erected with especial reference to the arrangement of seats, ventilation, heating, light, convenience and comfort of the pupils. We know that this will be very different from the present plans, but believing that it is the duty of the parents to guard the health and promote the physical as well as the intellectual and moral well-being of their children, we urge it.

School Committee.—J. M. FOSTER, J. N. ISHAM, WALTER HITCHCOCK.

HAMPSHIRE COUNTY.

AMHERST.

No one pretends, at this late day, to deny the great advantages which the graded system of schools possesses over all others. Theoretically correct as it is, yet sometimes it practically fails to accomplish its legitimate end. Whenever the graded system does thus fail, we shall always find, if we trace back, that its decline began in the want of one directing mind to carefully superintend all of its affairs. We say one directing mind for the very obvious reason that where we have more than one, as for instance, where the general school committee divide up the superintendence of the schools into as many districts as there are members of the board, there will be as many different methods of carrying out the system as there are different minds. The effect of this would virtually be to revive the old district system, from the fact that each one would look after the interests of his own schools, caring little for those of his colleagues.

We also feel that it is very necessary that the superintendent should not be one of the general school committee chosen by the town at its annual meeting. This is of course an open question, and one to be decided by each succeeding committee for itself. But we certainly feel that when one of the committee acts as superintendent, there will necessarily be wanting that freedom of criticism on the part of the others which is always productive of good when rightly used.

School Committee.—M. B. CUSHMAN, R. B. BRIDGMAN.

Cause of Inequality and its Remedy.—The prime source of the diversity in condition noticed above, has been indicated in what was said of the comparative merits of the graded and partially graded schools. Classification alone, in its direct and indirect influences, will account for it in full, and were it possible and practicable to enforce it in all the schools, its great efficiency for good would be seen and admitted by all. A school well graded is a vastly more inviting field of labor than its opposite, and therefore is much more readily furnished with one trained and qualified to till it. Few truly efficient teachers, in these times of large demand and small supply, can be induced to enter, much less be long retained, at any price, in the latter. Its duties are too tasking, results too unsat-

isfying, and the relation too much of a compromise of one's self-respect to be permanent. The graded schools, aside from pecuniary considerations, presenting stronger attractions than the ungraded, can and in general do secure better instruction, and retain it longer without change. In a large sense, "As is the teacher so is the school." Would we then secure the best results, the best and only the best must be employed,—teachers thoroughly furnished by special training and experience for their calling, and devoted to it, if need be, for life.

But this desired permanency and capacity can be had only by paying so liberally for instruction of a high order, as to make it an object for those who would teach to train themselves specially for it, and to remain contentedly for several terms, even in schools of the lowest or mixed grade. Justice and economy, I can but think, call for a change in this direction. It cannot reasonably be claimed that a lower order of talent is required to instruct the very young or untrained mind, to bring out its latent power, to give it strength and beauty, and to direct in the pursuit of all that is great and good, than to train those of maturer years and faculties. Nor is the labor, the wear of body and mind and the responsibility less. "If the laborer is indeed worthy of his hire," the faithful and efficient toilers in the schools, falsely deemed less important, should be better paid, and by every consistent means encouraged to remain permanently in them.

Efforts to Remedy Defects.—So far as these arise from imperfect classification or the inexperience and change of teachers, the remedy has but in part been within my hands. The want of suitable school accommodations at the Centre, now nearly supplied, and the disadvantages incident to all communities in which the population is scattered, as in some parts of the town, have necessarily prevented any material improvement in those localities. In most of the remaining schools an advance in this respect has been made.

In the selection of teachers, if I have not always done what I deemed the best economy, I have made the nearest approach to it possible under the circumstances. It had been directed by the board that "The schools should be kept for as many weeks," and the teachers receive "the same compensation as on previous years." Hence it only remained for me to accept the situation as I found it, and do my best with the means afforded me. Neither teachers of Normal training, nor those of successful experience without it, could for the salaries paid, be secured for more than a part of the schools. Of course the others must be intrusted to the inexperienced or to those whose experience had been limited. Impressed with the con-

viction that most of the teachers were trying to do their best, that they were interested in and faithful to their duties, and anxious to improve, I have felt that they should be retained, and aid and encouragement extended to them in their efforts to qualify themselves more fully for their work. Accordingly I have, on my visits to the schools, and at other times, availed myself of the many facilities afforded me to assist and benefit them. I have aimed to win their confidence as a friend and advisor to whom they might frankly state their trials and vexations, their points of conscious frailty and strength, and from whom they might freely seek needed counsel or sympathy. According to them the largest liberty in chosen methods of instruction or discipline, when not thought radically faulty, I have, on the other hand, felt that the responsibilities of my position, as well as their own good, sanctioned a close scrutiny and even criticism of the errors or defects observable in them or their work, if offered in a truly kind and friendly spirit. Also by propounding suggestive questions to test the thoroughness of their pupils, personally conducting an exercise wholly or in part, the vocal drill of a class in reading, illustrating some principle or process upon the blackboard, and in other ways, many and various, have I sought to suggest and to remedy their defects, and thereby to elevate the character of the schools.

Up to the present time, I have made during the year three hundred and ninety-three visits to the schools and ninety-one calls. Scattered and remote as many of them are, this has required much time and travel. With the frequent examinations of pupils, by classes or singly, examinations of teachers, procuring supplies, overlooking repairs and countless other matters requiring time and thought, I have always found enough and more than "enough to do." Some of these visits have been extended through an entire session, others were an hour in length or less, according to seeming necessity or engagements elsewhere. All, however, were long enough to mark the spirit of the school-room, and the character of one or more of its exercises. They have been made under all the different conditions of day, hour and climate, and have often been purposely timed to take the teachers most by surprise, and thus to reveal in distinct outline all the varying phases of their personal bearing and school management.

Results.—In pursuing the course indicated, I have been encouraged by the ever-growing conviction that my efforts were not in vain. These visits have afforded me much pleasure; they have seemed also to be anticipated with interest by both teachers and pupils. Rarely, if ever, have I had the least occasion to suspect my presence

was viewed as an intrusion, or that my questionings, hints or counsel were not cordially welcomed. Suggestions in regard to all the details of school management have more often been solicited by the teachers, and when given, been kindly received and brought to a practical test. An earnest, inquisitive desire to gain a true ideal of what a good school is, and the precise means and methods necessary to make their own such, has seemed to possess most so fully as to disarm criticism even, when delicately and kindly offered.

Under the stimulus of these various influences the teachers generally began to exhibit better results. They became more methodical, their discipline improved, their instruction was more thorough. New life and vivacity were infused into many of the schools. In some respects the change was particularly gratifying. Suggestions offered in regard to what I deemed a scientific method of teaching reading were at once adopted, and with the happiest results. The exercise was elevated from a mere worthless routine to the rank of an accomplishment and a source of culture to the intellect, the taste and the feelings. This of course applies to schools of Grammar, or Intermediate grade. But in the Primaries also, the vocal drill, now required daily, is accomplishing much. By the frequent practice of enunciating the vowel and consonant sounds, together with various syllabic combinations, as also, by spelling by sound, the voice is strengthened and made flexible, and the pupil unconsciously acquires the habit of correct and distinct utterance.

Class Examinations.—Impressed both by experience and observation with the value of this feature of school management, I have introduced it into a few of the schools the present term, and would recommend its adoption in all the grades, unless the lower Primaries be excepted. Its effect would be salutary in promoting industry, regularity and consequently thoroughness. Such examinations should be applied not only to promotions from grade to grade, but to the advance from class to class, and from study to study. They will therefore have no necessary relation to the end of a term or the end of a year, but only to the leaving of a study, and occur at any time when a class is prepared for promotion. Suppose, for example, a class is to exchange Cæsar for Cicero, arithmetic for algebra, or any lower study for one higher in course. Obviously it is but just to both teacher and pupils that the class should be carefully examined, not for an hour, but for hours, and the fact ascertained, not whether the class as a whole but whether each member of it has so mastered the subject that he can with safety to his scholarship be allowed to advance. Teacher and superintendent, or in his absence, the school committee, should share in conducting such an examination, since

to exclude the one might work injustice to teacher and pupils, and without the other the exercise might degenerate into a mere form. If the pupil stand the test, he should be promoted; if not, he obviously should drop to the class below, there to review the study and make good his deficiency.

In another respect, this same element would work wonders. In some localities the practice is quite common of leaving school during the term, especially near its close. Now if those who thus absent themselves, should be required when they re-enter to meet an examination before they could join their classes, this evil would be greatly abated. Such excuses, often given, as "Mary is all worn out," "Mother thinks I'm not able," "Examination always makes me sick," "Father needs me at home," valid no doubt in many instances, but the sheerest subterfuge in some, would become delightfully infrequent under the sanitary influence of such a measure. Some cost of time and labor would attend it, but I am confident the returns would much more than repay the outlay.

Superintendent.—H. L. READ.

BELCHERTOWN.

The recent changes in the laws of the State, by which the school districts have been abolished, will require new adjustments on the part of those who have the care of schools, and the co-operation of all the friends of education, that the benefits promised by the change may be secured.

In the early days of New England, the schools were in the care of the towns, but in 1827 the legislature legalized the hiring of teachers by committees chosen by the districts, thus introducing an anomalous system, putting the schools into the hands of two sets of committees, chosen by different bodies.

This system was soon seen to be working disastrously, and its abolition has been sought for many years, by our most eminent educators.

Our whole system of public instruction is compulsory, founded on the right of the State to continued existence. Massachusetts enforces the education of her people, because without education she cannot exist as a prosperous and free State. She obliges the towns, which are the original democracies, to maintain schools, and to see to it that all the children are in them; that she may maintain and enhance her own greatness. She has her preëminence, in wealth and power, only in the superior culture of her people.

The abolition of the district system, looks to a uniform system of schools throughout the State. It is found that fifty pupils, of the

same general attainments, in the same studies, properly classified, can be taught at less cost than half the number at varied grades, and make more proficiency. Schools of few scholars cost enormously.

The Teachers' Institute holden here in November, attracted a good number of teachers, and friends of education from this and other towns. This institute was conducted by Hon. Joseph White, Secretary, and Mr. Abner J. Phipps, Agent, of the Board of Education. All classes of our people were wonderfully interested in the evening lectures and readings, and the teachers and others, who attended during the day, were both interested and profited. We think the teaching of the future, in this vicinity, will show the germs of thought implanted. We think the conviction was created in many minds, that with better modes of teaching, half the toil of the school-years may be saved to the young.

It is a significant fact, that one of the towns near us, is drawing to itself a large population from all the others, and from all parts of the land, simply because of its schools. Good schools attract people of wealth and culture, and towns which do not maintain them, must lose some of the best of their people.

Entering on a new era, let us hope that our town, so beautiful in itself, having so many happy homes, may be yet more attractive in the increasing enterprise, virtue, and intelligence of her people. The future, certainly, may be better than the past.

School Committee.—HENRY B. BLAKE, ELIOT BRIDGMAN, SAMUEL ALLEN.

CHESTERFIELD.

The effete district system, so much prized by many of our citizens, and so resolutely continued here and elsewhere, against the advice of professional educators, has, with all its abuses and advantages, been swept away. There is no longer any discretion left with the towns in regard to its continuance, and the towns are required to conform at once to the new state of things. Whether the change will prove adverse or beneficial, time must determine. Very few of the districts had preserved a formal organization or manifest any lively interest either in choice of committees or in the working of the district system itself. Even in districts where, for special reasons, a legal organization was preserved, the annual meetings have had to be adjourned over and over again before voters enough could be got together to act on the business of the meeting. The system of voluntary contribution too, so long a necessary help to the district system, has become so uncertain an auxiliary, so uneven in the tax it levies, as to deserve abandonment even if the law continued the district system itself.

Probably many will think the act abolishing the districts is an act of tyranny; but such an opinion can be founded on no higher ground than custom, which of course should change as time develops new necessities.

In sparsely populated towns, like this, if district quarrels could be avoided, and all within the district would regard the school as a thing requiring their attention and aid, and each one would perform the duties assigned to him, education might be cheapened and the school might seem to have a more popular character; but where only a few will bear even their own share of school burdens, and the school system assumes the character of no system, it is needful and proper, that the town, through its appropriate officers, take the entire control of affairs as the new law requires. We think a careful reflection will convince candid minds, that the law is not hasty, and that there will be such acquiescence in its provisions, that the property questions of abolished districts will be satisfactorily settled, and the new system be allowed to work out for us a higher education and more equal and quiet results; for not our wishes but our children's interest is involved in the result.

School Committee.—ORSON M. PEARL, PAUL H. CUDWORTH, ALBERT NICHOLS.

CUMMINGTON.

We enter upon the preparation of our annual report under some embarrassment, because several of our prominent men denounce a superintending school committee as useless, and the printing of their report as an absolute waste of money. At our last annual town meeting, a motion was made to omit the choosing of a school committee to fill the place of Mr. Robinson, whose term of service then expired, and that motion was sustained by men of influence and high position. If our friends will refer to the Revised Statutes, chapter 38, section 14, they will discover that our legislators do not agree with them in their estimate of school supervision.

Another fact will show that the tendency of the times is to a more thorough supervision, instead of leaving the different schools to take such form and shape as each new teacher may give them. Nearly every large town in the State is employing a superintendent of schools in addition to the school committee, with salaries varying from \$1,000 to \$3,000. We should be slow to set aside the uniform judgment of educators and legislators. If your committees are dead men let them be buried, and choose live men in their places. After they are chosen do not tie their hands by advising them to do nothing. A committee that does nothing is worth nothing. Believing

that the voters of the town need and demand information respecting their schools we shall proceed to give the results of our labors and investigations as briefly as may be.

We have four small districts, containing respectively 10, 11, 12 and 12 scholars; two districts containing 21 and 23, and two containing 45 and 82. It is evident we cannot divide our school money by any possible general rule, and meet the wants of all these districts. We all admit that a school of 12 scholars needs nearly as much money as one of 21. We should not forget that it is the design of our Common School system to give as nearly equal privileges as practicable, to all the children of the town.

Branches of Study.—After several years of careful observation, we are decided in our opinion that the course of study pursued by the more advanced scholars in our schools is injudicious, and ought to be changed. Too much time is given to arithmetic, to the exclusion of the natural sciences. Our scholars are occupied with Colburn's Intellectual Arithmetic till they are ten or twelve years old; then with Greenleaf's Common School till they are fifteen, and then with Greenleaf's National and Algebra to the end of their school life. They plod through the same rules from five to ten times in as many terms. In our judgment this is a foolish waste of time. We wish the National Arithmetic had never been introduced into our Common Schools. We advise parents and teachers to discourage its use. Let it give place to philosophy, physiology, astronomy, history, or the Constitution of the United States. We believe that many a scholar in our district schools has wasted nearly time enough over Greenleaf's National, to master some elementary treatise on every one of these subjects. We feel troubled that our young men and women go from our schools into society without some knowledge of these sciences. They need this culture, and our schools ought to furnish it. The study of that excellent book, Wells' Science of Common Things, is becoming quite common. This is a step in the right direction. Let it be encouraged. We intend, as soon as practicable, to examine text-books, and recommend a course of study for our advanced scholars.

School Committee.—W. W. MITCHELL, C. M. BARTON.

ENFIELD.

We have still to utter the old complaint, which becomes more and more forcible as the years pass by, of the lack of suitable school-houses. It is unpleasant to put upon record the fact, that in the town of Enfield there are but two school buildings sufficiently comfortable

and tasty; but it is a fact too plain to be ignored, and which ought speedily to be annihilated. Education consists in much more than an ability to recite one's lessons with accuracy. A child's surroundings have a deal to do in the formation of his character, mental as well as moral. The town is bound, not simply to furnish suitable books and teachers for its children, but also to assist in promoting a taste for that which is beautiful and of good report. Our school-houses, we are sorry to say, are neither beautiful nor of good report. We still cherish the hope of living to see the day when a change in this respect will be inaugurated in Enfield. May it not prove a hope forlorn.

School Committee.—E. A. KEMP, E. C. EWING, A. T. TUTTLE.

GRANBY.

Consolidation of Small Schools.—The number of schools in town can undoubtedly be diminished without detriment to the scholars. We can thus lessen our expenditure, have longer school terms, and improve all our schools. We find less energy and ambition for study, with the pupils of small schools. They seem to require the stimulus of example and numbers which we find manifested in our larger schools. A teacher can as readily instruct and manage a school of thirty, as one of fifteen pupils; while the cost to the town of educating a pupil in the smaller, is double the sum expended for a pupil in larger school. As long as we support so many small schools, we cannot lessen our appropriation without serious injury to our pupils.

Our school-houses are now in the possession of the town and will soon require, if we continue to use them, large expenditures for repairs, or we must erect new buildings. Before expending the large sum of money required to build new houses, or to improve the old buildings, we should carefully study the future requirements of the town and so expend our money as to best meet the interests of our pupils. Several of our school-houses are nearly unfit for use; will you improve and repair these and continue the schools in their present locations, or sell them and erect new and better buildings in convenient localities, after consolidating several of the smaller schools, thus benefiting our pupils, and reducing the cost of supporting our schools?

Several of our citizens have suggested that it would improve and lessen the cost of supporting our schools, to erect one large school building and contract with individuals in several parts of the town to transport all the children daily to this central school. Four teachers would be sufficient to do the work now done by eight, and give us an excellent graded school. The town would thus save enough from its

present expenditure for teachers, wood, &c., to more than pay the cost of transporting our pupils to this school; and the money received from the sale of our old school-houses would nearly pay for one good school building, sufficiently large to accommodate all our children. Perhaps this is impracticable; nevertheless before expending a large sum of money on old, or for new school-houses, it will be well for us to consider this subject in all its forms.

School Districts.—We are glad the town abolished its districts before the late Act of the legislature abolishing the district system was passed. We hear from various quarters, many complaints that this is taking away the rights and privileges of the people, but we fail to see it in this way; the schools are just as fully under the control of the people as before the town passed this measure. You elect your own committee, decide where you will have your schools, and the amount of money you will expend for them. The authority or powers of the committee remain as before, with the addition that they must take care of the school property, and attend to the hiring of teachers. This enables the committee to hire better teachers and to continue the work of a good teacher in one school during several years, when practicable. It prevents the confusion and trouble arising from the constant misunderstanding of duties between the prudential and general committees and obviates the injury to schools resulting from the frequent change of teachers. Repairs and improvements of school buildings are now regulated by the town, while under the old law the town could at any time compel a district to build a new school-house, or expend money in improvements or repairs.

Several have said that it was “undoubtedly a good thing for the cities and large towns of the State, but bad for small towns.” We fail to see the difference in application, or any reason for this statement.

The managers of the West Point Military Academy were in the practice of sending to the government an annual request that the examiners for their school should be selected from those who most bitterly opposed their institution. This request was generally complied with, and the invariable result was the conversion of these opponents to a state of being the strongest friends and supporters of that institution for military and high mathematical instruction. When we hear people complain of our school system, our schools, the teachers, or the committee, it invariably recalls the fact stated above, and if it were possible, your committee would gladly give their positions to these individuals. We know this would result in the conversion of all those who are malcontented, to a higher appreciation of our schools, the efforts that are being unselfishly made to improve and sustain them, and

decided sympathy between these men and the committee. Individual interest, whether fancied or real, must occasionally give way to that which is for the best interest of the whole town. Remember that our work is for you, not for ourselves. We are constantly making sincere and strong efforts to improve all our schools, and the task is not an easy one. It requires constant thought, self-sacrifice and labor, to do this intelligently and wisely.

School Committee.—S. M. COOK, C. B. SMITH, SAM'L SMITH, Jr.

MIDDLEFIELD.

It will not be inappropriate to call attention to the influence which the school-room has upon the mind and character of the pupil.

Place a boy in one of our old school-rooms, upon the hard, uncomfortable, unphysiological arrangements, called seats, with a desk before or behind him, which has been cut, hacked, engraved, and inked beyond description, and do you suppose, if he owns a knife or a pencil, he can be induced, persuaded, or frightened into not using them? The sights before him naturally entice him to emulate the deeds of his predecessors.

Besides, the pupil reasons thus, "The public shows that it cares little for me, else better accommodations would be furnished me; therefore I care little for the public." Hence it is that among our children and youth there is, to an astonishing degree, an utter disregard for public property.

Again, place the same boy in a room like that in our new school-house, and he at once feels that the public cares for him, for his comfort, for his good, and for his education. The natural response is, "I will care for the public, and will treat the public property with due consideration and respect."

Thus one of the principles of good citizenship is either demoralized, or nourished, according to the surroundings of our children in the school-room.

We earnestly recommend that the policy inaugurated last year, be continued from year to year, till all our school buildings are worthy the name, and then our children shall no longer suffer from the demoralizing influences of our school-rooms, but by the wise and prudent provision of the public they shall learn to regard and properly reverence the public in return, and thus be aided in their education into good citizenship.

Suggestions.—We would call attention to an extract from Gov. Claflin's message: "Of late the attention of the public has been

drawn to the benefits likely to arise in the cause of education, from placing on the school committee women. Thus far, wherever the experiment has been tried, it has been successful. And there would seem to be every reason, in a State like ours, where so large a proportion of the teachers are females, that the practice should become general." Since it is evident that our schools will be almost wholly, if not entirely, taught by females, we respectfully suggest the propriety of placing a woman upon the school committee.

School Committee.—CHARLES WRIGHT, METCALF J. SMITH, C. C. THOMPSON.

NORTHAMPTON.

The year has been one of harmony and success. Both teachers and scholars have coöperated with the committee and the superintendent, and the citizens have manifested an increased interest in the schools and a hearty approval of their general management. We think we can safely say, that at no former period since our connection with the schools, have they been in a higher state of efficiency. This is largely due to the system of superintendency adopted by the town two years ago, under which there has been felt a more direct and greater degree of responsibility on the part of the teachers. Our school system,—embracing thirty-five schools, with 47 teachers, and nearly two thousand school children, and property valued at more than one hundred thousand dollars,—requiring an annual disbursement of upward of \$20,000,—had become too cumbersome to be efficiently managed by a board of six men, each assuming a certain portion of the work, and attending to it, if at all, by leaving other business, oftentimes deemed more pressing and important. There was need of more thorough system, of a single organizing mind, that should comprehend the wants of our schools, and possess the requisite authority to execute, making all his efforts contribute to the success of one definite plan, one common purpose. The beneficial results of the adoption of this system, we are now beginning to realize.

While a good system is always essential, its efficient execution is quite as important. The committee are happy in being able to again bear their unqualified testimony in favor of the ability, faithfulness, and tact displayed by the superintendent, Mr. Averill. He has labored with untiring zeal, and no matter of detail, whether in the methods of teaching, the modes of discipline and government, or the preservation and protection of the school property, seems to have escaped his watchful attention. He combines the qualities of practical common sense, and power to preserve order, peace and harmony, with a large executive ability, dignified and gentlemanly bearing, and

a thorough, conscientious devotion to his work. We consider the town fortunate in being able to retain the services of so capable and faithful a superintendent. His report, made to the board, we herewith submit, and ask for it the thoughtful consideration of the town.

The matter of teachers' salaries has been one that has engrossed much of the attention of the committee. We have felt bound to exercise prudence in the expenditure of the school money, but whenever the question has come to an increase of pay, or the loss of a tried and valuable teacher, we have chosen first to consult the interests of the schools. The pay of teachers should be governed by the same law that governs skilled labor in other departments. An efficient and experienced teacher, fitted for her work by careful study and training, should command greater compensation than one untrained and inexperienced. The committee have aimed, in the selection of teachers, to secure the best talent, irrespective of the locality of the applicant's residence; yet, whenever applications have been made for situations as teachers by parties residing in town, they have been accepted, when the applicants were deemed qualified. It is useless to expect good schools without good teachers; and we cannot obtain good teachers, without paying such wages as will induce those of a high order of talent to accept positions. Several of our very best teachers have withdrawn from our schools and gone to other and smaller towns, where they receive advanced compensation. It is plain that no uniform scale of teachers' wages can be adopted. As talents and experience vary, as positions vary in their responsibilities, so must the wages of teachers vary.

The Evening School, authorized by the town at a meeting held in October, has been in successful operation during the winter. It has fully met the expectation of its projectors. Our population has become so large and of such a character, that the Evening School seems to be a necessity, and must be regarded as of some degree of permanence. We cheerfully recommend the appropriation of \$350 for the continuance of this school, and an equal sum for the support of the Evening School at Florence. The want of a similar school is felt at Leeds, and in response to suggestions made by citizens of that village, and the superintendent, we recommend an appropriation of \$100 for evening instruction there.

School Committee.—E. G. COBB, *Chm. pro tem.*, WM. L. JENKINS, SIDNEY E. BRIDGMAN, HENRY S. GERE.

The theory of teaching is a science, and like law, medicine, and divinity, should be studied as a science. The practice of teaching is

an art, and skill and dexterity in it come by study, observation and experience. In the past, too much dependence has doubtless been placed upon experience. Let it be remembered that there may be a wrong as well as a right experience, and it does not necessarily follow, simply because one has taught many years, that the experience thus gained is valuable. "To most men, experience is like the stern lights of a ship, which illumine only the track it has passed." Such experience is of little worth; only that which makes us better prepared for the future, is to be prized.

It is as true of teaching as of other professions, that no amount of training can compensate for natural deficiencies, but, if one makes a good teacher without a course of Normal training, who can tell how much better she would have been, had she received such training?

We are careful to inquire of the skill and ability of him to whom we wish to commit the cleaning or repairing of our watch, but often commit, through some local, personal or family consideration, the training of the immortal mind of our child to one not known to possess either skill or ability in "the most profound science and most difficult art" of teaching. Let bunglers botch our dwellings, and cobble our garments, if need be, but let us save the impressible minds of our children from distortion and dwarfishness, by ignorance, incompetency or indifference, at whatever cost.

But it may be asked, how is such teaching as you describe to be obtained? I reply, in the same manner that skilled labor is obtained in every other branch of business, and in every other profession: by paying for it! It may be said that we cannot compete successfully with other larger places in the payment of teachers. If by this is meant that Northampton cannot afford to pay a teacher who has charge of from forty to fifty pupils, as good compensation for the same services, as Springfield, or any other city or large town in the valley, I dissent from such conclusion. By paying its price, we shall call to our employment the best educated and most successful talent; which, in the end, is always and everywhere, the most economical.

I have often observed with interest the daily practice of a skilful, educated gardener. With what constant care does he watch each individual plant among his choice varieties. How zealously he guards it from every influence that would retard its growth and harmonious development. How carefully he supplies it with its proper nutriment, light, air, sunshine, moisture and earth. Thus the plant, from its laws of life and growth, is gradually developed into its own peculiar form of beauty.

So should the teacher reverently and lovingly watch each human soul committed to her care, tenderly guarding it against every influence that may distort or confine its growth, supplying it with all

the intellectual food it requires for its daily life, that by a natural development it may finally attain a character which shall not only prepare it for the stern duties of after life, but also bring it into harmony with the great laws of the world in which it lives, and fit it for immortality.

Special Instruction.—In accordance with a suggestion in my last report, you authorized the formation of a class in connection with the High School, for special instruction. This class was formed at the beginning of the winter term. It has occupied one of the large recitation rooms, and has numbered twenty-five.

It is composed of young persons of both sexes, though mostly of young men, of the average age of sixteen, whose educational wants could be met by no other arrangement in our Public Schools.

By the appointment of an assistant in the first class in the Florence School, we have been enabled to furnish to pupils in that district, similar instruction to that furnished the ungraded class in the High School. The pupils have been gathered in the room of the principal teacher, and instructed either by her or her assistant, in those branches deemed most essential to their future business life. I have been much interested in this department of my efforts, and the results are highly gratifying.

There are many persons, of both sexes, in our large towns and cities, too large, or if you choose to put it so, too proud to remain in our Primary Schools, who are quite too backward or dull to enter a higher grade. Such are virtually deprived, by the system of grading, of all opportunity to attend school. This, I say, not as against the system as a whole, but only as one of its defects, a defect that becomes more palpable as the process of grading is perfected.

Two methods are adopted in different places, to remedy this difficulty. One is, a modification of the regular course of study, and another the formation of classes for special instruction. In a community like ours, I have no hesitation in giving my preference to the latter. It meets the wants of pupils who cannot take a full, regular course, and does not interfere with those who can.

We have reason to be encouraged by the increased interest manifested by the teachers in their work. As one indication of this, I may mention that two years ago, to the best of my knowledge, only three copies of any educational journal were taken among all the teachers,—now there are nearly forty. Indeed, every live teacher seems to realize that the profession of teaching, as well as that of any other business, may be improved by reading and study.

In this connection, I would say to the teachers, that through the kindness of the book committee of the public library, some twenty

volumes have been placed upon its shelves, designed mainly to aid in practical teaching. These volumes contain much useful matter from the pens of our most eminent modern educators.

Should the teachers avail themselves of the facilities thus gratuitously offered them, to an extent that will justify such a course, the committee of the library propose to add, from time to time, other works upon educational subjects.

Superintendent.—J. P. AVERILL.

PELHAM.

The committee wished to keep the teachers in their respective schools through the entire year. In one case this was prevented by declining health, in two other cases by the refusal of the teachers to stay—they could secure superior advantages elsewhere. In two schools only have the same teachers taught through the year. Without intending a comparison of these with the other schools for each term, the committee are decidedly of opinion that these schools have done better than any others in the town. So far as it can be done, it is exceedingly desirable to retain our teachers for one year at least.

The expenses of the schools during the past year exceed the appropriation, and yet all through the year, in hiring teachers, the committee have felt that they were laboring under great disadvantages arising from the comparatively small salary they could pay. Other towns are paying far higher wages for teaching than we are, hence take the better teachers. In several instances the committee have been compelled to engage teachers not of the first class, because they could not offer the wages demanded by better ones. The pressure in this direction is not likely to be less in coming years.

School Committee.—ANSEL A. RANKIN, SYLVESTER JEWETT, JOHN NOON.

SOUTH HADLEY.

The past year was the first in which a strictly graded system has been adopted in this village or the town, and although we are not yet realizing all the benefits to be anticipated from the plan, yet, so much has been attained as to convince us of the wisdom of the change, and to give us a cheering prospect for the future.

The teachers have all been zealous for the good of those placed in their charge, and competent for the places assigned them, and the degree of improvement and the future prospects of the school are highly satisfactory.

With this year we gladly bid farewell to the old district system.

And we rejoice to be able to record that the town did not wait to see this system wiped out for them by act of legislation, but performed it of her own free will and accord. We now look to our fellow citizens and urge them to adopt a whole-souled, liberal course to be pursued in regard to the erection of suitable houses, and supplying them with all the necessary maps, charts, etc., that both teachers and pupils may be made comfortable, placed out of reach of contaminating influences of foul air, and the imparting acquisition of useful knowledge made pleasant and agreeable, rather than otherwise. Then, when such is the case, we shall hope to see more names of parents and guardians registered as visitors of the schools. We shall hope to see a greater interest manifested for the mental welfare of children than heretofore, in all parts of the town. This interest in schools should be general. If one part is allowed to suffer, the evils arising from it may neutralize much of the good emanating from a better state of things in other parts of the town. One ignorant boy or man, girl or woman, may be capable of bringing about much mischief, and great disgrace to the town. When this change shall have taken place we hope to see other changes. We shall expect children to be more orderly out of school. When the twenty-five dollar school-houses shall be among the things that were, we shall expect them to be more manly, and show more respect for school property than heretofore, and that instead of each trying to leave his mark upon the school property, it may be upon the minds of those who shall see and hear him, and commend him for his good deeds and scholarly attainments.

School Committee.—WM. LESTER, R. O. DWIGHT, H. W. STICKNEY.

WARE.

We believe the time is not far distant when the State Board of Education will have authority to prescribe what text-books shall be used in all the Public Schools of this Commonwealth, thereby giving stability and permanency to our system of public instruction. Now we have a great variety of readers, arithmetics, grammars, geographies, writing-books, &c., &c., which are perplexing to teachers and an injury to our children. Parents moving from one town to another are obliged to purchase a new set of text-books. This is expensive and annoying. Our State swarms with book agents, who follow one another in quick succession, plying their vocation with the utmost tenacity; boring school committees and teachers with some new book which they would have you believe was destined to supersede all others. They are disgustingly common,—a tax on the time and patience of committees and teachers, and it would be advisable to abate the

nuisance. Let the Board of Education, after a critical examination of all the text-books, decide which shall be introduced into our schools, and then let them remain for five or ten years before any changes shall be made. In this way, we believe, the cause of popular education will be advanced.

Corporal Punishment in School.—There is a growing sentiment in the State, that corporal punishment should be abolished in our Public Schools. This sentiment, however, is not entertained by any considerable number of those engaged in teaching. Its chief adherents are those who have little or no government at home; whose children are impudent and saucy at home and at school; whose truth and veracity is often questionable. Of these there are two classes. The first punish their children often, and always in anger, and do a great deal of unreasonable scolding, which always provokes, but never improves the child; this class do not wish teachers to punish their children. The second class are those who never punish at all, and thoroughly believe their children always do just right, and the children always do just as they please; this class, of course, won't allow teachers to punish their perfect children. From these two classes come all the children which disturb our schools and disgrace the street. The first make a shiftless attempt at government, and utterly fail. The second make no attempt, and their children grow up without restraint of any kind. True it is that some parents have excellent government without resorting to the rod, and never strike their children a blow. Such children never have any trouble in school. It is also true that many parents use the rod discreetly in correcting their children at home, and find no injurious results growing out of it. The children of such parents have no trouble with the teacher in school. It is also true that a few teachers are able to govern a school successfully, without resorting to punishment of any kind; a look of the eye, a word from the lips, brings order and harmony out of confusion and discord. But every teacher cannot be expected to be a lion-tamer; nor shall every man be able to drive a spirited horse, without bridle or rein, and make him perfectly subservient to his will.

One thing is certain, disorder and confusion must be driven from our school-rooms at all hazards, if we would have anything worthy the name of a school, and in its place order and quiet must reign supreme. To this end we have reasonable rules for the government of the school. If children will not obey them, one of three things must be done: first, they must submit to reasonable punishment at the hand of the teacher; second, be suspended from school, and dealt with as the committee shall see fit; third, as a last resort, be expelled from

the school, and deprived of all its advantages for a certain time, and subject to such complaint and prosecution as may be deemed advisable by the committee.

School Committee.—HENRY BASSETT, GEORGE F. EATON, CHARLES S. ROBINSON.

WILLIAMSBURG.

The interests of the Primary Schools in the two villages we think should be guarded with a watchful eye. The best teachers should be selected for these schools. It is there that the rudiments are learned. It is there that the foundation of their education is laid. Everything is new to them. Their youthful minds are curious and inquiring. The habits and manners of every child should be carefully attended to. Proper moral instruction should be given, and if this work is well done in the Primary School, they will leave the Grammar School better scholars, better boys and better girls than they would if the foundation principles had been less thoroughly instilled.

Your committee would also recommend in all the schools a more general practice of teaching on the "blackboard," as great advantages accrue to the scholars from such exercises. The subjects taught are more lastingly impressed on the mind and the hand becomes more free to express the thoughts. Object teaching for the Primary Schools is now generally practised in schools that pretend to keep up with the improvements in teaching. We cannot say a word too much on this subject, for we all know the desire children have to hear stories; and a teacher can always command the attention of children better while explaining to them how coal is formed or glass is made, or any subject that may suggest itself to the teacher's mind, than by asking some abstruse questions on lessons their minds are incapable of understanding.

School Committee.—E. M. JOHNSON, WILLIAM SKINNER, E. W. MERRITT.

WESTHAMPTON.

To enable us to procure first-class teachers and keep them through the year, the town must raise money enough to keep all our schools not less than thirty-two weeks in each year. Our best teachers can procure schools in towns where they can teach that number of weeks, just as easily as to teach in towns where they can have only twenty-six weeks in a year. Another thing, the town must do something that will secure one or two comfortable school-houses in the southwest part of the town. Very few teachers are willing to contract to

teach those schools through the entire year in such miserable houses, and more than that, your committee do not feel that they can safely contract on their part. If the district system is abolished the town has the whole ordering of the matter, and if it is not, the town certainly should decide a matter which the district as a district are unable to decide so as to better the matter at all. The week before our last annual town meeting the district voted to build a new school-house; the next week they voted not to build but to repair the two old houses. The result was that they virtually did neither.

Chairman.—GEO. B. DRURY.

WORTHINGTON.

We do not speak slightly of text-books; they were prepared by educated men, many of them by experienced practical teachers, and when those best adapted to our wants are introduced, their general plan and outline should be followed; but it is no recommendation of a school book to us that its questions are full and abundant. Many a scholar have we seen who answered every question, but who did it in the shortest possible way; and still others who answered promptly and fully, just as the book had it, but who, on being asked a plain practical question not in the book, but perhaps more needed by that particular scholar than any that had been asked, was suddenly struck dumb. Recitation by topic, with a few questions at the close which every teacher should know how to put, and an interesting explanation which they should be qualified to give, would go far towards making the study interesting to this class of scholars, and perhaps suggest to them that a word was "the sign of an idea," and that it was the idea we wished to retain if we lost the exact form of words that conveyed it.

Some of our school-houses are sadly deficient in furniture. Stoves are allowed to remain which cannot be properly regulated; and the atmosphere of the school-room, which of all places should be kept at the proper temperature, is intensely hot at one time and insufferably cold at another. Every school-house is supposed to be supplied with at least one chair, and parts of several of these useful articles of furniture are a poor substitute.

The desirableness of a residence in any place is greatly modified by the condition of its churches and school-houses, and thus the value of personal estate enhanced or depreciated. We take much pains in repairing, furnishing and decorating our homes. Why should not our school-houses, where the rising generation spend so large a part of their time, be properly cared for and embellished?

School Committee.—R. T. CLARKE, A. J. RANDALL, D. S. MORGAN.

MIDDLESEX COUNTY.

ACTON.

We have spoken of teachers as if the success or failure of a school rested with them entirely, but we do not forget the aid that may be given in either direction by parents and pupils. A teacher of experience and tact, with good physical health and a willingness to work, will have a good school in the face of opposition and discouragement. On the other hand a young teacher, or one too modest to properly govern a school, may yet succeed well if she can have the aid and sympathy of those interested in the welfare of the school. Very few who have not tried it, appreciate the amount of hard work required in one of our Common Schools. We speak, of course, of a teacher who feels her responsibility, and does all in her power to benefit her pupils.

No wonder that the inexperienced teacher should sometimes think the task too hard, that she should become confused and disheartened, then give up trying to have things right, and only go the round of daily duties with as little trouble as possible. It is then that visits to the school by the parents, and encouraging words can do great good. The teacher sees that some one takes an interest in the school, that she will receive the reward of praise and gratitude if it is deserved, and will not so easily endure idleness and disorder, when there are others to observe it beside herself.

In the statistical table, we have added a column showing the number of visits by parents and others, excluding the superintendent's visits, during each term.

We would especially mention with praise a thorough and continuous drill in pronunciation and articulation, and also the requirement that the scholar should give a clear and complete answer to every question. Too many of our teachers are negligent in this respect, accepting from the scholar a word or two, and finishing the sentence themselves, or leaving it incomplete. It is possible, and very important to form good habits in this regard in the Primary School, for clear expression and clear thinking are likely to go together.

School Committee.—CHAS. LITTLE, *Chairman*, L. W. PIPER, CALVIN HARRIS, L. W. STEVENS, ISAAC T. FLAGG, GEO. WILDE.

ARLINGTON.

High School.—The High School, voluntarily established while the town was below the limit of statute liability, is now sustained in conformity to law. By anticipating the legal requirement, opportunity was gained for an early organization of the school; and many favorable influences were secured by the timely and free act of the town, which might have been lost if it had waited for the time when its duty would have been compulsory. From its opening, to the first of June last, the school was in the hands of Mr. Thompson, as its master. With what clear faculty the school was organized, with what judgment it was directed, with what learning and skill it was quickened into diligent and enthusiastic study, we have had proof in the improvement of its members in scholarship and refinement. The success of the teacher confirmed the reputation which has commanded for him a conspicuous and important position in the field of education.

The work of his hands remains—a school which will well compare with the best of its grade, and in which our children can receive the same instruction which is afforded in the schools standing next in rank to our best colleges.

The graduating class numbered thirteen; a class unusually large in proportion to the size of the school. The exercises of the day of graduation were of great merit. Of this class one member entered Harvard University, the first youth ever fitted for college in the Public Schools of this town. In justice to his instructors as well as to himself, it should be said, that at the college examination for admission, he stood in the first rank of candidates, and was accepted without conditions. Two young women of the class are at the State Normal School in Salem, pursuing their studies for the profession of teachers.

The town has, from year to year, at the suggestion of the committee, authorized the appointment of a superintendent of schools. This authority was granted as usual at the last annual meeting. The member of the present committee, who had served as superintendent for several years, did not care again to assume the duty, and no one occurring to the committee as the right person to be selected for the office, it has not been filled. Still the committee are clear that it is in every way important that the station should be occupied. The compensation hitherto has been small, amounting to the inadequate sum formerly paid to the committee and by them relinquished. The present committee, and undoubtedly future committees, would gladly waive all compensation could they but secure the assistance of

a competent superintendent of schools. It will be well for the town to determine whether by some increase of the salary, some person may not be found fitted for the duty, whose services can be secured.

There is no system of school inspection in this Commonwealth which comes under the control of the State. The whole duty of inspection is intrusted to local school committees. These may be faithful or unfaithful. • The chief trouble—as they are commonly made up mainly of men interested in education, indeed, but engaged in engrossing employments, is that there can be no continued and daily oversight of schools; nor when difficulty arises can they always be ready to escape from other engagements and give attention to the wants of the schools. They cannot for the same reason follow up changes and improvements in modes of instruction, and watch the course of educational matters so as to secure for their schools in season the benefit of the best current methods. As an advisory board their services can be of no great value, and with a superintendent, the whole means of school inspection would be measurably complete. The subject of superintendence is submitted to the town as worthy of consideration.

For the Committee.—WM. E. PARMENTER.

ASHBY.

Moral Culture.—The impression that outward obedience and good manners are all that our Public School teachers should train their pupils to acquire, aside from their ordinary intellectual pursuits, should not be allowed to spread, while so much may be said upon the duty and efforts of teachers to impress upon the minds of those under their care and instruction, as opportunities occur, the necessity of acting right because it is right, and omitting to do wrong because it is wrong; in keeping awake the conscience—the sense of right and wrong—so that each scholar may be trained to do right because thereby he so far comes into harmony with goodness and its source, and gratifies his moral sense. The impression that a Public School teacher is not required by law to give such instructions and make such impressions as may tend to the cultivation of good morals, is not true.

The Common School is often one of the finest of places to make impressions for good, on account of the circumstances and influences which are very actively moulding the lives of the pupils; thus presenting fine opportunities for the teachers to make such remarks and suggestions concerning the conduct of their pupils and the spirit which prompts it, as may be apt and beneficial. A teacher failing in this kind of instruction deplorably fails to comply with the law.

Methods of Teaching.—Some think that a teacher should be a remarkable hearer or listener of recitations, and prompt in noting failures in the performances. Such a method often secures good recitations, for frequently nothing but the memory and vocal organs have been employed to accomplish the result. There are others who suppose the teacher should do much to develop the younger pupils' highest intellectual capacities by putting them through a course of mental arithmetic exercises demanding reasoning processes proper for more advanced scholars, inverting the natural order of intellectual culture, or occupying them in learning to spell very long and hard words the meaning of which they know not, and which they will never need to use after leaving school.

Another class of persons insist that the teacher should adapt the instruction or training to the capacities of their pupils, doing what they may to interest the youngest ones to properly use their several senses—the tools—which are to be used in gaining information, and needful all through life in gaining a living and benefiting humanity.

The idea that persons cannot learn anything until they can read, is nonsense, for men are known who have excellent judgment, good sound common sense, and are excellent citizens, who never learned to read, write or cipher. We frequently hear that pupils in our Common Schools have advanced through book after book and completed their studies in several sciences, but have no more sense or judgment than those used to possess of the same age but in possession of much less book learning. There are plenty of ways for cultivating the judgment and reasoning powers when the proper time comes. Little children use their senses pretty freely upon all things within their reach until they begin to attend school, and then the natural order for gaining knowledge is set aside and an artificial one introduced which stunts their minds and generally engenders a great distaste for intellectual pursuits. The youngest pupils should be allowed to distinguish colors and their different shades; they should learn to distinguish many of the qualities of objects; they should be encouraged to weigh, measure, and estimate different objects, and by the help of the teacher should learn the great variety of uses made of wood, iron and india rubber, &c., thus awakening an intense thirst for information which will immensely help them to rapidly learn to read. The older pupils should be drilled upon reckoning and ciphering in those practical problems that our Ashby farmers and merchants are called upon daily to solve correctly and rapidly. Our text-books are so deficient that the teacher must endeavor by oral instruction to aid his pupils.

Oral Instruction.—Oral instruction may be given to a single class, or an entire school, with great success. Before presenting a subject,

the teacher will find it best to make such preparation that the words to be used will convey the ideas as clearly as possible. In consequence of this she becomes more earnest in imparting instruction and more desirous for the improvement of those who receive it. Her interest awakens a corresponding one on the part of the scholars, which is an important step to be gained. Their attention is then easily roused, and the habit of fixing it closely for ten or fifteen minutes on a given subject is soon formed.

If the teacher, understanding the needs of a class, would teach topics in such a way, or so many different ways, that each mind could grasp the thoughts, instead of confining herself to the text and explanations of it, or requiring pupils to commit to memory only words, the meaning of which they are wholly or partially in ignorance, we should seldom be obliged to hear the too frequent remark, "I have been over the lessons but do not know anything about them."

School Committee.—J. M. J. JEFTS, J. P. HAYWARD, L. L. BROOKS.

ASHLAND.

The Supervision of Public Schools.—The Superintendent of Public Schools of Boston, recently remarked, that the most imperfect part of the educational system of Massachusetts was found in the supervision of her schools. This we know is very true. We observe it in our own town, and also in a great many other places. In all departments of life, where any responsibility is involved, or any labor to be performed, supervision is most always indispensable. It is essential on the farm, in the manufactory, and in all departments of government—whether civil or military. All classes of people, in all conditions of life, need some controlling influence to guide them. The pupil must be under the supervision of a teacher to keep him in the line of duty. And to make sure that the teacher is doing his work faithfully, he in turn must be under the supervision of others; who again are under the eye of the public which has given them their position. Every one needs a controlling principle. With some it is innate,—they are born with the power of self-control; with others the guiding element must be from a source outside of their own inclinations; while others of sound judgment are following a vocation, the surroundings of which are of such a nature that they are unable of themselves to always decide whether they are meeting with a proper degree of success or not. All the above circumstances more or less affect the efficiency of the teacher. If he has self-control, he very likely can control others; and will work out his own problem of success; but if he has not, he will need to be under the guiding

hand of others, to make his requirements productive of good, or else to oblige him to give place to others of better capabilities; while if he is wavering between hope and fear—not knowing whether he is accomplishing the expected amount of work or not, he still needs a hint from a supervising authority to give him a knowledge of his true position. If the teacher is successful, he should be commended, that he may work out greater success. If he is inefficient, he must be spurred on to duty, or dismissed. And it is indispensable that there be those whose office it is to do these things.

The prime authority comes from the people; but it is indispensable that there be some intermediate power to temper it to the peculiar necessities of the schools. All these are the reasons why we have school committees, and why their services are important. The supervision is as important as any other link in the chain, where a weakness in one part endangers the whole. Now the important question arises, Are our school committees faithfully attending to all these things? Do they visit the schools every month, as the law requires? Do they take an interest in the several studies of all the scholars, to ascertain correctly the amount of progress they have made, and the manner in which they have been instructed? And in fact do they attend properly to all duties pertaining to this office? Do they attend to these duties as assiduously as they attend to their other business? We are inclined to think that they do not. And if not, why not? for there surely must be some reason. The principal reason is the same as in great many other towns, and is principally this: A man will not with equal efficiency attend to two courses of business, when one is much more profitable than the other. His energies will certainly be directed to the more permanent and lucrative vocation at the expense of the other. This is especially true of the duties of a school committee; and that man must have a very extravagant idea of the honors of a petty office, to be reconciled to visiting schools at seventy-five cents a half a day, when by following his regular business he may make much more in the same length of time; especially if he visits an "out district," and pays for horse hire, and so finds himself thirty-three per cent. out of the pocket. This is a matter of fact way of viewing this subject, but this is the way we shall look at all things, if we would manage them properly. "The laborer is worthy of his hire;" and if he is not, then either the purpose for which he is hired is not a worthy one, or else he is not worthy of his work, and should be dismissed. It is an old adage that "money is the sinew of war," but no more than it is the strength and sinew of everything else. We hardly ever get any more than we pay for, and if we do, it is generally because we have cheated somebody. If a town pays its school

committee only a dollar and a half a day for their services, it cannot be expected that they will be likely to serve very hard, unless they are possessed by more of the missionary spirit than is usually compatible with such a secular office.

School Teachers.—Once upon a time, being asked by a friend in a neighboring town what kind of teachers we had in Ashland, we answered, "Much like those in other places. We have the good, bad and indifferent. We dismiss the bad, endure the indifferent, while the good teachers keep us in constant anxiety lest they may leave us, and go to some town where they pay a larger salary." The comparatively small wages, we pay in most of our schools, does not give us an opportunity to employ the most experienced teachers. Sometimes, where one can have a school very near her own home, we are then fortunate in keeping a very good teacher for a long time; but this is rather the exception. If we go out of town to hire an experienced teacher, we cannot offer her salary enough to make it any inducement for her to leave her situation. That is out of the question; and where one has been induced to leave a more lucrative situation, it has only been done by private means in connection with the money furnished by the town. For we know of one instance in town, where a citizen, for the sake of his children, paid out of his own purse a certain sum every week to a teacher in order to retain her services. While she was employed they had a most excellent school. When this extra pay was withdrawn, the teacher immediately left to take a better situation, and we were obliged to hire an inexperienced person to take her place; and under her the school proved a failure. She taught eight weeks, for which the town paid fifty-two dollars,—the scholars during the term did not learn anything; and so the town was half a hundred dollars out of the pocket. There have been two cases of this kind this winter. And so does not the town lose more every year through the inexperience of some of her teachers, than it would expend in giving larger wages to those of more experience?

A Question to be Candidly Considered.—Has a teacher the right to compel one scholar to act as a witness against another? If this question should be carried into court, a teacher would be fully sustained. In the larger towns and cities this is acknowledged by a majority of the parents to be a right of the teacher. When crime or villany is to be brought to light by justice, according to the laws of the land, one man is obliged to bear witness against another, or else be himself punished for "contempt of court." If the court had no right to do this, all the laws of our land would be almost a dead letter,—thieves and murderers and all other criminals could go unpunished, because no one would be obliged to testify against them; and

anarchy would reign supreme. But this right of the court is one of the great powers in the execution of our laws. No one can deny it. Now a school is a government on a small scale, subjected to laws, rules and regulations. They must be executed, or the consequences are disastrous,—even as though it were a mighty nation. The pupils of a school, in general character, are just like the people at large. Among scholars you will find the embryo thief and cut-throat, just as much as the future saint and president. A scholar may not break into a bank, yet I have known him to break into a fellow's dinner-pail,—he may not forge a note, yet I have known scores of them to tell horrid lies, greatly to the perplexity of the master, and their own demoralization. They will do all these things, and be into all sorts of mischief, and unless the teacher can catch them in the very act, he is at his wits' end to discover the perpetrators of the deed. And yet the mischief is so sacred, that it is dishonorable for a scholar to tell of it; for if the teacher asks a supposed witness, "Who was it?" or, "Do you know anything about it?" he is almost sure to receive the inevitable reply, "I don't know." Or, if he is convinced that the teacher knows him to be a witness, the reply is, "I don't want to bring the one out." If the teacher then punishes him for not testifying (for contempt of court,) a breeze is immediately raised outside, among those who cry, "Injustice!" "The teacher is meddling with what is none of his business. He ought not to be sustained." Some have an idea that it is dishonorable for one scholar to criminate another,—that there is a species of honor among scholars that causes even the best behaved ones to shrink from exposing the misdeeds of their fellows. We can appreciate all this, for we have been in the same situation ourselves. Yet for all that, we don't see by what twisting or kinking of the great principles of justice you can exempt a person from his obligation to expose iniquity, just because it was perpetrated in a town school, instead of on the highway, or at the dead hour of night. The principle is precisely the same under all circumstances. But you may say, "It is different in a school. The teacher ought to have the knack of preventing these things, or of finding them out without obliging the scholars to make enemies of each other by telling tales. Or he ought to have such a perfect control over the school, that none of them will feel inclined to act bad; or if they do commit mischief, he ought to have the faculty of finding it out, even if no one does tell him; or he will do better even not to find them out at all." But if a State was managed in this way, and no one can deny that the comparison is a fair one, it would soon be a sadly chaotic condition. The following facts are true under all circumstances: Where there is to be order there must be law; and the laws to be

effectual must be executed; and in order to execute them, lawlessness must be discovered, and the lawless punished; and all fair means taken to identify the transgressors is perfectly honorable,—the opinion of school children to the contrary notwithstanding. If parents could take this view of the subject, and use their influence to impress it upon their children, that there is no dishonor in testifying to the misconduct of a fellow scholar, it would be much gained for the real good of the schools, and no injustice would be done to any one.

Superintending School Committee.—ELIAS GROUT, NEWTON PIKE, G. C. PIERCE.

BELMONT.

High School.—During the past year, a class of six graduated with high honor to themselves, and a credit to the town. All the essays delivered by this class of its graduating exercises, would have honored such occasions, in any of our best appointed and most successful academies. During the past year our cabinets have been put up, and quite a collection of specimens of rocks and woods have already been obtained, without any expense to the town. We here invite any of our fellows citizens, who may have specimens of ores or rock that they can spare, to contribute to this worthy object. A small outlay in chemicals, and apparatus, now enables us to teach by illustration, the otherwise dry and often uninteresting study of chemistry, with both interest and profit.

School Committee.—DANIEL F. LEARNED, WARREN S. FROST, EDWARD WHITNEY, S. P. HAMMATT.

BOXBOROUGH.

We have given a summary account of the several schools that have been in session in town the past year, some brief account of the improvement that has been made of the general deportment of the scholars and the faithfulness of the teachers, for the information of the parents; for we fear that a large proportion of the parents would know very little relative to the deportment and improvement of their children except through the hands of the school committee; as only a few of the parents take interest enough in the education of their children to visit the schools. Many persons in town have not been into a school-room while a school has been in session, since they completed their education; still they pretend to know all about the condition of our schools. May such visit the schools, that they may know the true state of them.

If the statutes lay an imperative duty upon teachers in the educa-

tion of children, ought not the parents to consider the importance of inculcating and infusing right principles into the minds of their children, ere they are intrusted to the care of teachers? We fear that parents sometimes think that this great work of educating children is to be done by the committee and teachers without their coöperation. We are always gratified at the liberal attendance of parents upon some of our public examinations, and we know with what eager solicitude many watch over the progress of their children. But we have occasion frequently to notice and wonder at the marked difference in parents in a matter of so much importance. We sometimes meet men, otherwise prudent and intelligent, who are almost criminally careless regarding the educational interests of their children. Their farms they watch over with much anxiety. They plant gardens and orchards with much care, that ere long each plant and tree may bear flower and fruit. Yet it may be that the choicest treasure of all that would lay claim to their protection, finds in their watchful care no shelter from the dangers that surround it. They do not think of the old adage, "as the twig is bent the tree is inclined;" but the day may come when they will look upon their gardens and orchards with diminished pleasure, when they find no flowers in the garden of their child's mind; instead, they may, through their neglect or indifference, find it overgrown with the weeds of vice and error. These facts ought to stimulate all parents with a proper regard for the education of their children. "As," said John Adams, in a letter to his wife, "the education of our children is never out of my mind," so imitate the patriot of old that you may train up your children to virtue and make them consider every vice shameful and degrading.

Superintendent.—OLIVER WETHERBEE.

BRIGHTON.

We occasionally have complaints of teachers for obliging pupils to conform to the rules and regulations, and of punishments which are said to have been inflicted upon scholars, sometimes without a word of truth in them. These complaints of the teacher are sometimes made after having heard only one side, and before an investigation has been made; the teacher is unjustly censured and the committee blamed. It is natural for the parent to take part with the child, but it would be well to look into the matter thoroughly, and understand fully the circumstances of every case before coming to a conclusion. If a little trouble should be taken to see if the statement made were entirely reliable, a different view would often-

times be taken. We will cite a case to the point, that will show the importance of hearing both sides before becoming excited and deciding hastily upon the statement of a child who wishes to shield himself from punishment.

Complaint was made to the chairman, by a citizen, that unjust and severe punishment had been inflicted upon his son, who had told his father that he had been expelled from school with directions to get a permit before he would be allowed to return. He remained out of school a week or more before his father could make it convenient to see the sub-committee, who, as soon as he was informed of it, wrote to the teacher complained of, who immediately responded in person, much surprised at the charge made against her, and declared that there was not one word of truth in it; that the boy had not been into her school during the term, but was an attendant of the next higher department of the same Grammar School. Thinking perhaps that the father had mistaken the name of the teacher, an interview was had with the teacher who had charge of the next higher department, who in turn was as much astonished at the charge of severe punishment as the first teacher complained of. She said the boy had been in her school, but she had not struck him a blow, although he had been idle, neglecting his lessons, never being ready to recite, and by being extremely impudent, setting an example to the school that was highly detrimental. She said that she had talked and reasoned with him, and told him that if he did not do better, she should be obliged to degrade by sending him back to the lower department; he left when school was out, and did not return. He told his parents that the teacher had punished him severely by striking and beating him over the head and shoulders, and turning him out of school, with the strict injunction that he must go to the committee for a permit before he could be again admitted!

You see how unjustly this teacher was blamed, wholly upon the representation of a boy who was determined to have his own way, and do as he pleased in school. Before coming to an unjust conclusion, it is better to hear a fair statement from both sides; it will save much hard feeling and anxiety of mind on the part of parents, as well as a good deal of useless annoyance, and much waste of time to committee and teachers.

School Committee.—C. H. B. BRECK, J. P. C. WINSHIP, HENRY BALDWIN.

BURLINGTON.

It seems to be the determination of most teachers of the present day to make thoroughness the rule, and to make a perfect conception

of the principle involved the true method in recitation; and in this respect the schools, the past year, have been a decided improvement. The government of the schools has been carried through with a perfect freedom from physical force, which has been a source of satisfaction to the committee.

The committee have to complain once more of the absenteeism of the pupils. It has been a source of serious annoyance to the teachers, as well as being detrimental to the best interests of the schools; and we think that in many cases it might have been prevented if the parents would have exercised a little more discretion. We hope the registers will not display so many blank marks from this cause another year.

Your committee have decided that, in their opinion, the six weeks schools are a waste of time and money, and would therefore respectfully recommend that the winter term of all the schools be kept in the Centre school-house. This will be no experiment, as our experience has proved that we can accommodate more pupils and at less expense than by any other method.

School Committee.—CHAS. G. FOSTER, OTIS CUTLER, SAM'L SEWALL.

CAMBRIDGE.

As there are about 3,200 children in the four years' course of our Primary Schools, about 800 enter them each year. At the end of the four years, only about 550 remain and enter the Grammar Schools. After five or six years more, little over 100 are left, to enter the High School; and here another four years' course reduces the 800 who commenced, to about 30 who complete their education in our Cambridge Public Schools.

These facts are very significant, and it must be confessed that they are not creditable to the system upon which our schools are arranged and conducted. We have been too easily satisfied with the orderly and well-disciplined appearance of the scholars, and with the thorough acquaintance with their prescribed studies which they manifested on examination, and have never thought of asking how much time was consumed in accomplishing these results, or whether, as a consequence of requiring so much time, the upper, more valuable, and more expensive half of the course of instruction did not exist for the exclusive benefit only of a mere fraction of the whole number of children. Unquestionably, the most desirable improvement that could be effected in our school system would be, to reduce the average age of admission to the Grammar Schools to a little over eight, that to the High School to a little over twelve, and that of graduation at

the High School to a little over sixteen years. We should thus more than double the utility of the upper half of our school course, as the change would probably increase nearly threefold the number of pupils in this upper half.

That such an improvement is practicable, there can be no doubt. In Boston, says the superintendent, the pupils are "generally from eight to nine years of age at the time of admission" to the Grammar Schools.*

Yet, as appears from the programme of studies, rather more proficiency is required for promotion from the Primary Schools of Boston, than from those of Cambridge. Any private teacher, and many parents who have attended to the education of their families, are well aware that children who begin the alphabet at six years old can easily be qualified, and well qualified, to enter the Grammar School in two years. And that the time spent in the Grammar Schools also is needlessly long, appears from the fact already mentioned, that children are not unfrequently withdrawn from them and put into a Private School, where they can do what would otherwise be two years' work in one. It is proved also by the testimony of the teachers themselves, that children at an age considerably below the average are not found too youthful, or with minds not sufficiently developed, for the tasks imposed on them. On the contrary, the few who enter the Grammar Schools at eight, or the High School at twelve years old, usually excel those who are much older, in the quickness and ease with which they accomplish their work.

The chief cause why so much time is wasted is, that our schools are organized on what may be called the annual plan; that is, the stated time for passing through one class is one year, and promotions generally take place only once a year, either from one class to another, or from one school to another. A year's interval between the studies of two successive classes is too great to be "jumped" even by a diligent and very successful pupil, without leaving a gap which is both an injury to that pupil, and a great inconvenience to the teacher. Consequently, the whole class, often from sixty to one hundred in number, must advance abreast; and then, of course, the speed of all, even of the quickest, must be regulated by the speed, or rather by the slowness, of the feeblest and dullest scholars; just as the strength of a chain is measured by that of its weakest link. If it were not, the class would appear unequally and therefore imperfectly prepared for the test of the next examination, and the teacher's reputation would suffer. What is still worse, it is the interest of the teacher to

*Boston School Report for 1867, p. 234.

keep back the best scholars from promotion at irregular periods, even when they richly deserve it; for to part with them before the ordinary time is to sacrifice the best chance of the class appearing creditably at the next general promotion. Even degradations of the indolent and stupid to a lower class are not so frequent as they should be, since a teacher naturally hesitates to take so grave a step as to put back a pupil for a whole year, though she would readily do this for six months, if it were possible. Surely the plan in the Boston Primary Schools is preferable, where, though there are six classes, promotions from one to another, and from the Primary to the Grammar School, take place every six months, the whole course thus occupying only three years. For the great majority of the children, the fourth year in our Primary Schools is so much time absolutely wasted.

School Committee.—CHARLES H. SAUNDERS, *Chairman ex officio*; EDWARD ABBOTT, FRANCIS BOWEN, EDWIN B. CHASE, FRANCIS J. CHILD, MARTIN DRAPER, Jr., JOHN W. HAMMOND, HAMLIN R. HARDING, HENRY O. HOUGHTON, GROVE H. LOOMIS, ASA P. MORSE, JAMES R. MORSE, THOMAS SCULLY, JOSEPH H. TYLER, MORRILL WYMAN.

School Accommodations.—I have said that with good teachers we shall never have poor schools. I believe this, but at the same time I just as fully believe that with school buildings improperly constructed and arranged, we can never have, in the high sense, good schools.

The present arrangement brings under the control of one teacher, so many pupils that he or she is in danger of being overpowered by the mere force of numbers. The energy and strength necessary to preserve order in such a mass of rebellious humanity as these crowds sometimes prove to be, wear out the vitality of the teachers, and unfit them for the only proper work belonging to their vocation. We wish to bring teachers nearer to their pupils, to enable them to measure their hearts as well as their minds. Whatever prevents this, whatever tends to create a necessity for governing a school, is an irreparable wrong to its victims.

We ask of teachers, that they shall exert a healthful influence upon their pupils; that mind shall be brought in contact with mind; that they shall not merely hear recitations, but that they shall bear to waiting and eager minds something—yes, much—of which text-books have never dreamed; something which may be useful to the scholar in future life, or which may enkindle in him a love for knowledge. We are beginning to see that in this direction we must depend upon oral instruction. Now, I ask, can a teacher in the presence of two hundred pupils, belonging to four different classes, be so skilful as to hold the attention of his own class, and not attract the notice of the rest? Can such pupils excuse themselves for failure in recitation, on

the ground of being diverted from their tasks? The pupils, in preparing their lessons, should be under the care and observation of the teachers to whom they are to recite. Then, and then only, is it possible to appreciate the work of each, and do justice to all. This will receive the assent of all experienced teachers.

Is it pleasant or profitable to hear the tramp of pupils passing to and from the recitation rooms? On the contrary, is it not a source of extreme annoyance, as well as an excellent means of consuming time without profit to anybody?

Moreover, this system is an expensive one. With single rooms, each teacher generally has about fifty-six pupils, but one hundred and twelve is a very large number to place under the care of one teacher, although she may have an associate to aid her in the work of instruction. We may then somewhat increase the number of pupils to each teacher, and thereby diminish the expense of the schools, while at the same time we shall greatly increase their efficiency, bringing them home to the individual wants of the scholars in a way not now possible.

I advocate no visionary scheme. The system of single rooms has been tried, and has been almost universally adopted.

Primary School Houses.—We have made a beginning during the past year towards putting our Primary Schools on a proper basis. Till now we have had no Graded Schools of this class, nor has it been possible for us to have, owing to our unfortunate school arrangements. It must not be supposed, that, in the erection of the three houses just completed, the wants of this most important class of our schools are met. It is but a beginning. There are nearly one thousand children belonging to these schools, who now occupy rooms in the Grammar School buildings; and it is fair to assume that, in every instance, the room will be needed within a short time for the accommodation of the Grammar Schools themselves.

Believing then, that from the necessities of the case, you will soon be obliged to remove these children from their present quarters, I will not stop to cite any of the very serious disadvantages in having Primary scholars in Grammar School houses.

In connection with the subject of Primary School accommodations, I wish to speak briefly of the condition of this grade of our schools in other respects. I have already intimated that in my judgment whatever other reforms we may introduce, we ought to commence with the arrangements of the school-houses. We must not place under the care of one teacher one hundred and twenty pupils, in a room provided with miserably constructed seats, with no desks or other

supports for books or slates, no blackboards, no charts, tablets, or drawing-cards, and then expect good results.

Here, if in any business on earth, we want a proper division of labor. We neither want a teacher overpowered by numbers, nor, having a proper number of pupils, should she be overpowered by too great a variety of work; hence no teacher can take all the grades of a Primary School, and do justice to all. To be sure, she may be able to hear them "read and spell and recite the tables," and this may have answered once, but can do so no longer.

We are beginning to realize that the Primary Schools, as the basis of our whole system of public instruction, and where so many are taught who never enter the higher grades, are of first importance.

The first steps give direction to the whole life.

First of all, I admit we need the right kind of teachers. I concur in the remark of a prominent educator, that "if utter inexperience or desperate mediocrity must sit at the teacher's desk, let it be anywhere, everywhere, save in the Primary School, for anywhere and everywhere else will its ability to do irreparable mischief be less." Having a teacher, we must give her a chance to work. I know no better way than to bring into one room those who are, as near as may be, of equal attainments. Now I do not deem it advisable at this time to indicate what seems to me the proper methods of instructing those who are just passing from the "freedom of home life" to the discipline of the school-room. I will content myself with saying that I believe a skilful teacher with proper school accommodations, with even the lowest class, by conversational exercises, by making use of the concrete but never the abstract, by using that which is known to lead to the unknown, by claiming the aid of those senses, which are so acute even in childhood, will cultivate habits of observation, improve the perceptive faculties, and do much towards securing habits of accuracy in the use of language. Why may not there be taught something of form, of color, of natural objects, whether of the animal or the vegetable kingdoms, and many other things of a kindred nature. I must not be understood as finding fault with our excellent corps of teachers, nor with the course of instruction they have adopted. They have done the best they could under the circumstances in which they have been placed, and I know none will rejoice more than will they, when properly constructed, properly furnished, properly heated, and properly ventilated school buildings shall have made a good system of Graded Schools possible.

Evening Schools.—Three Evening Schools,—one in each police district—organized early in November, have from the first been highly successful. There are now connected with these schools, ten teachers

and about four hundred pupils. Of the teachers it is sufficient to say that they are among the best belonging to our Grammar Schools. The pupils are, for the most part, those greatly needing the advantages thus afforded, and by their earnestness they show that they appreciate the privileges which they enjoy. I believe that separate Evening Schools for the two sexes, continuing five months in the year, should become a part of our regular school system.

Superintendent.—EDWIN B. HALE.

CHARLESTOWN.

Distribution of Labor.—It is one thing to provide an adequate corps of teachers for a Grammar School, and another, equally important, to distribute the labors of those teachers along the line of effort so as to achieve the highest educational result. It seems to me that the wisest and most economical distribution has not yet been made. Our forces have not been applied so as to reach and effectually control the greatest number of minds and hearts.

To train the first class of thirty or forty, two accomplished teachers, a gentleman and a lady, are usually employed; while the training of fifty or sixty pupils in a lower or middle class is left almost wholly to the good judgment and fidelity of one lady teacher. Is it said that in the first class the final and finishing touches are given to the education of the young? I reply that this is a capital mistake. More scholars finish their education (their schooling) in the second, third or fourth class, than in the first. The fact is, not more than six or eight in a hundred of those who enter the Grammar Schools in our principal cities finish their education in the first class. Most of those who enter that class go through it, and subsequently pursue their studies for a greater or less period in schools of a higher grade. The mass of the young complete their studies in the middle classes of the Grammar Schools, and never come under the direct moulding influence of the principals.

The grand desideratum of Grammar Schools, as it appears to me, is the presence, practical experience, and personal influence, of the principals in the middle and lower classes. Here, so far as the schools are concerned, the finishing touches are given to the character and education of the great majority of the young. Here youth begins to emerge into manhood and womanhood; here the will asserts its independence, and habits become fixed for life. To conduct the young through this critical and perilous period demands the highest wisdom and the most controlling authority. Could the details of school-work be so arranged that the principals could spend a larger

portion of time in the lower classes in illustrating their methods of teaching and governing, it would give inspiration for study, and greater symmetry and completeness to the culture of the schools.

High School.—The boys have for some time been practising military tactics; and encouraged by their teachers, they have petitioned the board to introduce military drill into the school. We cannot doubt that their request will be granted, and that every means will be furnished to give them encouragement in this enterprise.

The enthusiasm which has prompted to this movement will, we trust, lead to others of equal and even greater importance.

Teachers' Library.—Every person conversant with the business of teaching is aware that habitual attention to the details of public instruction tends to contract the sphere of thought, and to prevent mental growth. This is true in the case of most who are not looking forward to a style of public life which requires liberal study and comprehensive views of facts and principles, and particularly in the case of all who give but little attention to any books except those which they use in the school-room. After a few years, such teachers lose their freshness. Their instructions are wanting in novelty and vivacity.

To counteract this tendency, and to secure a more general education for our youth, you have adopted a course of studies which requires oral instruction in various customs, arts, trades and sciences. All this work is new to most of our teachers. Some of them have no habit of speaking consecutively in public on any subject, and many of them have not the means to procure that variety of works which it is desirable for them to read and to consult in preparing themselves for their new duties.

This difficulty I think may be obviated in a great measure by the formation of a teachers' library.

To do this there would be very little occasion to draw from the public funds. The teachers would, I apprehend, readily coöperate in its establishment, and annually contribute for its support.

But little more will be required of the school committee than to countenance the enterprise, and provide a suitable place for the books.

No such library of any real account exists in the Eastern States. Yet in this country, and in Europe, many books have been published which are adapted to interest teachers, to open to them a new mental life, and give them fresh thoughts for the duties of the school-room.

I am confident the members of the committee will esteem it a pleasure to place Charlestown first, or at least prominent among American cities, in furnishing suitable books for the benefit of public teachers.

Teaching should be made a profession; for it is both a science and an art. Those who engage in its sacred duties need systematic training in the critical knowledge of the rudimental and common branches, and familiarity with literature and general studies. To these attainments should be added breadth of character, a spirit of generous enterprise, and a thorough knowledge of the best methods of teaching. But how shall these and kindred qualifications be obtained? The High Schools, Academies and Colleges utterly fail to give any specific instruction in the art of teaching. All that these schools aim to accomplish is to furnish the young with sufficient education to commence preparing themselves for some particular vocation; but they do not attempt to confer the necessary qualifications.

There are two ways in which something can be accomplished in this city to promote the object under consideration.

One is to form a Normal department in the High School. Such an arrangement would afford great assistance to our young ladies who desire to teach; but it would necessarily be limited in its operations, and defective in results. The other, and as I believe the only effectual means, is the establishment of an independent Training School for such persons as have taken the regular High School course of study. By this means, both breadth and accuracy of preparation might be secured. I will not attempt to develop a plan for such a school, or to specify the studies which should be pursued. The details can be readily arranged when the time comes for action. I am sure that such a movement as this would meet the approbation of the intelligent citizens of Charlestown; and I hope it may claim the early attention of this board.

Oral Teaching.—The great world of fact and of thought is seldom made to throw its inspiring influence into Public Schools. Too many teachers are content with asking questions and hearing the dull answers which children may give. They rarely bestir themselves to bring refreshing truths, awakening thoughts, to their classes. A great reform is demanded; and I am sure it has already commenced in our schools. Many teachers appear to be more industrious in communicating knowledge in connection with their daily recitations; and in two or three Grammar Schools the custom of giving brief lectures is beginning to prevail. Teachers occasionally speak on assigned topics; and at the Prescott School members of the committee have rendered important aid by giving brief addresses on well-chosen subjects. It is to be hoped the lecture method of teaching will be adopted in all our schools, and that practical business men may be induced to give the young the benefits of their ripe and

valuable experience. It is a great misfortune to the children of cities, that they are so completely excluded from all departments of business. They grow up on the side-walk and in the school-room. The practical pursuits of life they are almost totally ignorant of; and one of the best means of interesting them in the live, stirring world, seems to be to employ the active men of the age to give them instruction in the affairs of business. In every city there are men of education, intimately acquainted with the various departments of trade, who would consent to speak to the children of the Public Schools, particularly to those of the higher classes, on practical subjects. The time may come when labor of some kind will be connected with city schools, so that children can have an opportunity of attending to various kinds of handicraft.

To make oral teaching profitable in the highest degree, cabinets of minerals or museums should be formed in every school. Specimens of stones, metals, plants, trees, flowers, and animals might be gathered from different parts of the world, which would be full of interest to the children, and suggestive of valuable thoughts to the teachers.

A wound inflicted upon the body may be healed by the restorative processes of nature, but a character once tarnished seldom regains its lustre. If we contemplate for a moment the struggles of a youth through the trials of boyhood, along the treacherous paths of early manhood, and amid the sharp conflicts of public life, we may form a tolerable estimate of the value of a character embracing the higher virtues, and animated by a lively and intelligent faith in truth, humanity, and God. The advantage to the individual, and through the individual, to society and the State, springing from right culture, indicates the position moral teaching should hold in a system of public education. Society has an interest in this matter whose magnitude cannot be expressed by the limited standards of value known to the market, or compassed by the ordinary range of thought. Government by the people, by all the people, is impossible, except upon the condition of general education which shall be moral as well as intellectual. On this point the voice of history is emphatic. In every age, a growing waywardness of the young has preluded national debasement. In all the great crises which have marked the history of nations, moral integrity, rather than intellectual acuteness, has proved the safeguard of public interests. Wisdom teaches us to heed the voice of ages.

Should our schools only send forth youth with mental faculties sharpened for shrewd and vigorous activities, and with ambition

burning for power and posts of honor, and with vicious morals, they might justly be regarded as sources of pestilence and ruin.

The value of a man to society springs mainly from his virtue, for out of true virtue comes every social good. While, therefore, a jealous watchfulness is exercised relative to the mental culture of the young, their moral development should be the object of the highest solicitude.

Superintendent.—J. H. TWOMBLY.

CONCORD.

Adult Winter Schools.—Observation has led your committee to believe that much good might be accomplished by the establishment in this town of an adult winter school. Such schools have been carried on with great success in other towns. From real or supposed necessity, many parents remove their children from our schools for the greater part of the year at a very early age. As a result their children fall far behind in study those of their own age. They do not again find a place with their peers, get discouraged, lose their ambition, and so are never instructed again to any great advantage in our schools, and finally leave with a very imperfect education. It would be a great benefit to have a school fitted to meet the wants of these exceptional pupils. But still farther, we have a large number of persons in our village, of both sexes, who have come from places where few or no privileges of education are granted. They are almost entirely without education. Some cannot even read and write. It is clearly our duty, and it is as clearly our interest, to give all such persons an opportunity to make up deficiencies which exist from no fault of their own. They and their children are to be our fellow-citizens. Into their hands, equally with our own, are to be committed the fortunes of our country. We would not have it otherwise. We are committed to the great experiment of granting all civil rights and privileges to all, poor and rich, black and white, foreign or native born. We cannot draw back if we would. All the forces and best sentiments of the age are behind us pressing us on. So we must make, and so we ought to make, the experiment. But we ought to make it under the most favorable conditions. And if there are any persons, male or female, youth or adults, who desire a better education, and whose desire is not rightly met by schools such as we have, and which are fitted for children and not men and women, then it seems to be our duty to gratify such a praiseworthy wish by furnishing the appropriate mode of instruction. Your committee do not know that it will prove to be possible to establish and carry on an adult school.

But they would be glad to have their successors in a position to make the trial. They suggest that a special appropriation of \$250 be made for this purpose. If it shall prove that the money cannot be wisely expended, it will simply remain in the treasury. If it can be wisely used, then certainly every thoughtful person must favor the appropriation.

Teachers' Salaries.—Your committee had not been in office long before they found teachers at any price were scarce indeed. Needing three teachers, we advertised in the "Boston Journal." Only one teacher was obtained. Again, needing a teacher for a centre school and being in a great strait, we advertised in two Boston papers. At the time appointed for examination your committee were at their posts ready to confer with candidates. And there they remained two hours. But no candidates appeared, and they returned home, sadder and wiser men. It is no exaggeration to say that to obtain a teacher for that one school cost ten days' time of one person, and time, too, which could ill be spared. Very early, therefore, it became evident that our salaries must ultimately be raised. The town has a fine appetite for good instruction. If it had the choicest, it would not be any more than satisfied. But the best teachers can command a much higher price than we pay. It was evident, therefore, at the outset, that our prices must rise. The committee delayed, however, making any alteration until such time as the new High School building should be completed; not knowing what changes of other kinds might be necessary in our arrangements. The delay from time to time in the completion of the building delayed also the consideration of the question of salaries. But at their meeting in February, your committee decided to add one dollar a week to the salary of each experienced female teacher. They are satisfied that such an increase is an act of simple justice. When the year's board, washing and fuel bill is paid, it will be found that one of the most refined, best educated and really useful class of women in our community, are receiving for training the immortal minds of our children, not more than half the sum paid for domestic services in the family, or our operatives for labor in the mill. But whether just or not, such an increase in the salaries of our teachers is a necessity. The supply of really good teachers is now inadequate to meet the demand; and every year the difficulty of obtaining such teachers increases. If we wish to keep, where we boast that we have kept heretofore, in the front rank, we must pay for good instruction its value in the educational market.

School Committee.—G. REYNOLDS, *Chairman*, L. W. BEAN, *Secretary*, SIMON BROWN, SAMPSON MASON, EDWIN WHEELER, HENRY F. SMITH, JOSEPH D. BROWN, JOSEPH A. SMITH, WILLIAM H. HUNT.

DRACUT.

The District System Abolished.—It is well known that the legislature has abolished the district system of Common Schools, so that now each school is more directly under the care of the town; and the superintending committee will have more special charge of procuring the teachers, and seeing that each school is provided with one suitable for the place. This may seem to some an unwise law. But we feel confident that when the plan contemplated by this law has been thoroughly tested, it will receive the almost unanimous approbation of the people. We would ask for it a fair and candid trial, and that all condemnation of it be suspended till we have time to see its workings.

Parents.—We are happy to know, that in most of the districts, parents and others have taken much interest in our schools. They have visited them during the term, and have been present in large numbers during the final examination. This is a good omen, and gives promise of the future success of our schools. When parents are fully awake to the subject of education, and to the wants of our children and youth, in this regard, we may expect our schools to prosper, and the minds of all to be well stored with useful knowledge.

In this connection we are compelled to say, that there are some who seem to have little appreciation of a good education, and, therefore, they would do as little as possible for their own children as well as for others. The school tax should be regarded by every one, whether he have children to educate or not, as wise and just. Property is more secure and valuable where there are good schools; society is more refined; the youth are more moral; and the people generally are greatly benefited thereby. Let no one feel it to be a burden that he is taxed for the support of Common Schools.

School Committee.—JOHN AMES, J. C. PAINE, A. T. RICHARDSON.

DUNSTABLE.

The matter of dividing the school money among the districts has given rise to considerable debate in town meetings, and to more or less hard feeling.

There will now be no occasion for farther contention, as the school district system is abolished, and if the schools in the small districts can be kept at less expense than Nos. 1 and 2 it will be done, or if the number of schools can be lessened and the scholars yet have fair conveniences for attending school, this course will be taken. If we could abolish one school, the town would save, at the present rate of

expenses, about \$160 per annum; which in ten years would be \$1,600, and probably the remaining schools would be more interesting and profitable, as they would be larger.

The cost of one scholar in District No. 3 this year has been about \$23, in District No. 1, about \$5, and there can be no question that the scholars in the latter district have been as much or more benefited than those in the former.

All the scholars in town could be taught in three schools. If these were properly located they would accommodate the town nearly as well as now, and the result would be better schools and a saving to the town in ten years of more than \$3,200 in money.

Chairman.—JAMES T. BURNAP.

FRAMINGHAM.

While the record of attendance in some of the schools is highly creditable to teachers and pupils, in others it is far from being satisfactory. The aggregate of absences in our schools the past year, if stated in days, would excite astonishment. Our schools are carried on at a great expense and no part of the money should be squandered through irregular attendance. Parents should seriously consider their duty in regard to this matter and no teacher should allow a single half day's absence to pass, without fully knowing the reason for it, and communicating with the parents to prevent its repetition.

The sphere of the teacher is large and varied. Intellectual and moral culture must go on together. Immortal natures are in charge. Without the proper development and training of the moral character, the intellectual will be comparatively of little importance. In this regard, as is the teacher, so in a few months will be the school. Earnestness and faithfulness in duty, refinement of manners and feeling, true morality and Christian principle on the part of the teacher, will in time, God's blessing attending it all, beget the same in the minds and characters of the pupils. How great, therefore, is the responsibility of the teacher. Judicious moral and religious instruction accompanying the intellectual, is greatly desired by parents and the committee, and it is strongly enforced by the Common School laws of the Commonwealth. To aid the teacher in the moral discipline and advancement of the school, the rule adopted in a former year, in regard to immorality, will be continued. Several pupils have been expelled from the schools for persisting in vulgar and profane language. This evil must be banished from the school-room and school grounds. Expulsion will follow persistency in offences of this nature.

Chairman.—JAMES W. BROWN.

GROTON.

It has been often said that the reports of the school committee are a useless waste of time and money. Two arguments have been adduced to prove this: "They are never read;" and, "They tell us nothing new."

In answer to the first objection, that the reports are never read, the committee can only say that such a confession of indifference is not creditable to the members of any civilized community. Is it possible that men read the reports of the selectmen, scrutinize every item of money expended, carefully add up the columns of figures to ascertain if any mistake is made in the casting, inquire into all the little detail of expenditures made by the various town officers, and yet have no interest in the prosperity of the Public Schools in which their children receive the impressions which will fashion their lives, and which will determine their success or defeat in the great battle of life? Is this possible? The committee think not, and are disposed to believe that such a remark is made without foundation, and for want of consideration. Lamentable indeed would it be, could we make ourselves believe that any father or mother could look with indifference upon the institution in which the habits and modes of thought of their children are being moulded, not only for time, but for eternity.

To the second objection, that they contain "nothing new," the committee can only say, that truth is never old. We do not tire of instruction from the Bible, though all our life long we have studied its pages and sought instruction in its teachings. It is our great light in old age as well as in youth. In it we read our duty to the little ones of the household, and gather instruction for them as well as for ourselves. And there we still read, as our fathers read in days gone by: "For wisdom is a defence, and money is defence; but the excellency of knowledge is, that wisdom giveth life to them that have it." The committee do not claim that their reports are made up of suggestions that have not been made before by previous committees and by all their thoughtful neighbors and townsmen.

One of the great values of the school report is, that from year to year it makes a record of the condition and character of the Public Schools in town, and furnishes a perfect history of the progress of public education, and the connection of the town therewith. By looking back five, or ten, or twenty years, and reading the reports made in those years, we can compare the present with the past, and gain an idea of our relative condition. By the same means, we are enabled in carefully studying the returns made by the Secretary of the Board of Education, to compare our town with the neighboring

towns, and with all the towns of the Commonwealth, and judge how we stand relatively in the great work of public instruction.

Thus, comparing ourselves among ourselves, we can see our relative standing in the county and State; and men with families, seeking new homes, look at these tables and are influenced in their selection of a new home by the relative liberality of a town in its appropriation for educational purposes. The inducement to spend money liberally for educational purposes is not confined merely to the moral and religious, but it partakes largely of the material; as increase in values of houses and lands is greatly influenced by the liberality of a people.

A member of the Massachusetts legislature in a recent argument against the abolition of the school district system, complained that the schools in his county had been growing poorer and poorer for several years, and that they were now of far less value and importance than formerly. In reply, a member of the committee on education called his attention to the tables furnished by the Secretary of the Board of Education, by which it appeared that the county in which he lived appropriated less money, in proportion to the number of children, than any other county; and that this falling off in appropriation was increasing from year to year; and that if the schools were poor, and were growing poorer, a solution of the difficulty might be found in an examination of these statistical returns of the Secretary of the Board of Education.

The moral to be drawn from this is, that we must not complain of poor schools, if we refuse money to support good ones. Mean appropriations beget mean schools. Poor teachers result from indifference, and indifference manifests itself in mean appropriations for educational and all other good purposes.

For the Committee.—DANIEL NEEDHAM, JOSIAH K. BENNETT.

HOLLISTON.

We have encouraged teachers to make the school-room a joyous, happy place, a coveted resort, where in study their pupils may find their highest pleasure; where love casteth out fear; knowing that it is "sunshine, literally as well as metaphorically, where both the human body and mind attain their highest perfection,"—well aware that depression and gloom enfeeble both mind and body.

No. 8. Grammar.—The winter term of this school was taught by a male teacher with success; but owing to the presence of older scholars during this term, or from other unknown causes, there were manifestations of disobedience, which rendered corporal punishment

necessary to attain a good degree of control over the school by the teacher.

The calisthenics, with which the exercises at the examination of the winter term were interspersed, had the happy effect of relieving the monotony of school exercises, and imparting animation to the scholars. The singing, also, at intervals, was truly inspiring; and we would recommend that singing and muscular exercises be introduced more generally into our Primary and Intermediate Schools. This is an important school, the pupils of which are wholly of Irish descent, and for natural ability, energy and scholarship, is not surpassed by any other school in town. It however labors under this disadvantage, that the parents, many of them, feel obliged during the summer and winter terms, anxious as they are for the education of their children, to keep them out of school for labor. Under these depressing circumstances, this class of our citizens should receive every facility in their laudable efforts to educate their children. At the examination of the winter term, the scholars appeared to have made very commendable progress, particularly in geography and arithmetic.

The Teacher we need.—Your committee are conscious that sufficient care has not been taken in the selection of teachers, particularly for the Primary and Intermediate Schools. Sufficient attention has not been had to the peculiar, varied and high qualifications requisite for a successful teacher. Next to having the necessary literary qualifications, he should be apt to teach, earnestly devoted to his calling, should intently love his work and love children, ready at all times to sympathize with them in their sorrows and trials; at all times bearing in mind that he stands in the place of an intelligent, anxious parent; that the happiness and welfare of his pupils are identical with his own best good; that he is filling one of the most important and responsible stations that society can confer or man occupy, and should be impelled by a high-reaching ambition to excel. His government, though dignified, firm and uncompromising, should be affectionate and parental, gentlemanly and refined, undeviatingly just and impartial. Let no unbecoming grossness of rebuke, no bitterness of sarcasm, no unnecessary severity of expression, no indulgence of partiality or favoritism, mingle in his decisions or affect his bearing in the school-room. Let his deportment be that of a father in the midst of his children. He will then command the respect and obedience of his pupils outside as well as inside of the school-room. More than all, if he cannot awaken in them a passion for knowledge, he is unfit for his high vocation.

Superintending School Committee.—ELIAS BULLARD, LUTHER BELLOW, O. B. BULLARD.

HOPKINTON.

A child's first instruction should be based on the fact that his intellectual activity consists in seeing and hearing. These senses should first be trained. This is the order for a long time pursued in the schools of Europe, and has already been introduced into the best schools of our own country. We have occasionally heard teachers say in some of our schools where there are but two classes, that they had "not time to give object lessons." We would remind them that as "age does not secure wisdom," no more does length of time necessarily secure knowledge. If these time-excuse teachers would study mental philosophy, or take object lessons on young minds, they would discover that children learn not in proportion to the hours spent in study and recitation, but more in proportion to the quickness of preception to which most young children are susceptible of being trained. In an English Primary School, experiments were tried which showed that good teachers accomplished more in mental training by three hours' school and three hours' relaxation than the same teachers accomplished by six hours' school, with no interruption except the ordinary recesses. A committee of the East Middlesex Medical Society report that four and a half hours a day is the maximum time which a child should attend a Primary School. By this they think both better health and greater improvement would be secured. Young children cannot very long confine their attention to books. The lessons we speak of, occasionally introduced, add variety to the exercises, afford recreation, and thus enable the scholar to learn more even from books during the shorter time remaining than he otherwise would. Experience also demonstrates this position. The school in this town where most attention has been given to object instruction, has done more work in the regular studies than any other of its grade. We repeat in substance that by the object method teachers can accomplish two important purposes: first, by imparting vitality to their schools, they make better readers and spellers, and quicker reckoners; second, a large amount of general information, of which most of them would otherwise remain in ignorance, may be obtained. Habits of observation and investigation are thus acquired. It may also be added, that the children having thus early been interested in matters pertaining to the sciences will have a desire to study the books wherein those subjects are more fully treated, and thus more scholars will be likely to complete the High School course, and with greater interest and profit. We do not advocate oral teaching or object lessons as hobbies, but merely to call the attention of teachers and parents

to something in which our Primary Schools have hitherto been far behind the best schools in other places.

Superintendent.—Another means whereby our teachers, schools and whole community may be benefited, is by the employment of a school superintendent. The present school committee claim without presumption that they have performed their duties as well as their predecessors. At the same time they frankly admit that our schools have not been visited and examined as they ought to be. To superintend all the schools in town as they should be, requires almost the entire time of one man. We live in an age when men work for pay as well as for love. Men engaged in law, manufactures or trade, cannot afford to leave their business and devote their time to schools without compensation, or even for one dollar and fifty cents a day. The amount at present allowed school committees for services, is only about a half or third as much as bottomers get in our shops. Indeed it is so small that many of our committees have preferred to give what services they could. As a consequence, schools convenient of access get visited, while others receive little attention. We submit the question, whether it would not be economy for the town to employ a competent person to frequently visit and examine all the schools, and make suggestions for the improvement of teachers and schools. It might cost a little more, not much, however, as the school committee would then serve for nothing. We cheerfully give up whatever compensation we now receive, for the sake of the greater good.

Would not the additional expenditure pay? We have often made a random visit to a school where, by careful looking after, an improvement of a hundred per cent. might have been made. The grammar master in cities is about the same as town superintendent. He gives direction to the whole machine; his presence and influence are everywhere felt. Let it be understood that a superintendent shall not be a mere visitor, worth no more than an image of Jupiter, but that he shall be a worker, giving instructions oftentimes to pupils as well as teachers. Such a visitor would become acquainted with the scholars all through the town, and exert a powerful influence upon them. This would to a great extent supply the place of master in all the schools.

Fourteen of the twenty-two teachers employed in town during the winter, obtained most of their education at our High School. Some of these have been among our best teachers. We think it wise to encourage home talent. These teachers generally remain with us longer than those from abroad. We hope soon our High School will furnish graduates enough—many of them also graduates

of one of the Normal Schools—to supply all the schools in town with first-class teachers.

The High School is an important one in our system. Besides furnishing a majority of our teachers, it exerts an influence on all the lower grades. It gives the children something to look forward to. Ask the pupils in any of our Primary Schools to what they are aiming, and they will tell you the High School. The better the school, the greater the ambition of scholars to enter it. The genius of our institutions contemplates a free education for all our children. The rich man's sons may be educated at the Private School, but the poor man's at the Public, or not at all. To this school the poorest man's boy or girl may come, and be a peer of the richest. Merit alone gives rank. The poorest child may afterwards become teacher to the rich man's sons and daughters. This is the American system of education, and its like can be found no where else in the world.

We solicit for the High School and its teachers a generous support.

For the Committee.—L. B. PILLSBURY.

LINCOLN.

Writers who have distrusted the results of popular education, have claimed that intelligence has nothing to do with virtue or piety. A man may indeed be very ignorant and very good, or very learned and very bad, yet intelligence is doubtless promotive of virtue. Intellectual training is a development of that part of man's nature which is in natural alliance with the principles of virtue. Every form of scientific truth is a harmony with religious truth. It follows, then, that any true intellectual development, any acquisition of scientific truth, cannot in the slightest degree impair the principles of virtue in the human soul, but should rather fortify them; for the reason that a subversion of virtue is a warring of the harmony of truth; it is a trampling down of law in one of the kingdoms of truth, which, from a purely intellectual point of view, the mind regards with displacency.

Intellectual training is promotive of virtue, because it involves self-control and self-denial, as opposed to self-indulgence. Reason should rule man, and the more the intellectual powers are sharpened and expanded, the more unwilling will the man be to become a slave to appetite.

A few years in early life, of well-directed mental effort, will leave a bias of mind, aside from the acquisition of facts, which will never be lost. Unless the powers of the mind have some judicious training in youth, they are likely to remain through life, in a comparatively undeveloped state. A mind in judicious training, finds the

acquisition of knowledge pleasurable effort after a time, and thus a habit formed which, by and by, is likely to have a great influence upon character, for it will save from that vacancy of thought, which is always an ally of vicious tendencies.

Good Common Schools are a bulwark of good morals. Statistics of crime will fully support this statement. In the four counties in England which have the poorest schools, in a single year, the number of criminal convictions was one for every 550 inhabitants, while in the four counties which have the best schools, the number of criminal convictions was one for every 1,108 inhabitants. That is, in the best educated counties, crime was less than one-half as great as in the counties with the poorest educational advantages. The countries in Europe, like Prussia, Holland and Sweden, which have the best Common Schools, have the least pauperism and crime. More than 90 per cent. of persons committed for crime in England and Wales, in a series of years, were entirely unable to read or write, or able to do so very imperfectly. In the Ohio penitentiary, out of 276 inmates, nearly all were reported as ignorant, and 175 as grossly so. In the Auburn prison, New York, only 39 out of 244 inmates could read and write. These statistics could be indefinitely extended, and they show, without doubt, that ignorance and crime are natural allies.

School Committee.—HENRY J. RICHARDSON, J. DEXTER SHERMAN, WILLIAM FOSTER, SAMUEL H. PIERCE, JAMES FARRAR, WILLIAM MACKINTOSH.

LITTLETON.

New School-houses.—The experience of the year has justified the wisdom of the town, in beginning to build new school-houses. It should be remembered that it is not easy to make the school just such a place as childhood craves. The young want liberty of motion, here they must sit; they want noise, they must be still; they would talk and laugh, it would subvert the order of the place; they prefer to throw the reins on their thoughts, and let them roam at pleasure, but they must bend over hard tasks. This experience is not for a few moments only, but for six long hours of the best of the day; not for one or two days only, but through the long weeks of the season, summer and winter, during the sunniest part of life. It is not for the bright and the healthy only, but for all our children; beginning in tender years, and lasting till the busy calls of early maturity. It is of no use to complain of the restraints of the school-room. They are unavoidable. Without them, our schools would be of little value. Indeed these very lessons of restraint, and efforts of attention, are a valuable discipline for any service in life. But we may well study how to lessen

the weariness of this discipline, and make the school attractive to the young.

Men who understand so well as the citizens of Littleton, the advantage of kind usage, warm shelter, sufficient and wholesome food for their cattle, cannot be indifferent in respect to the character of buildings in which their children pass so large and so important a part of their lives. From the good beginning already made let us go on. Let every year see another of our schools provided with a comfortable, wholesome, convenient and attractive home.

High School.—We trust that it will not be regarded impertinent, after the decisions in the meeting of the town for the last two years, if we still express our confirmed conviction that the best interests of education demand at least one term of the High School yearly. Those of our young people who are enjoying the last years of instruction, previous to going into active life, need more than we can do for them in the ordinary District School. Many of them we are not able to send abroad for instruction in academies.

If the higher mathematics, and philosophy, and history, are pursued to any considerable extent in the Common Schools, it will be to the detriment of the younger portion of the school. It is too much to ask of a teacher, in six busy hours, to add to numerous recitations of the younger classes, several additional recitations of a class of one or two individuals in these higher branches. The teacher has not time to do any part of the school justice, and no part of the school can make the progress it otherwise would.

There should be one school in town open to advanced scholars from all parts of the town, for a term of twelve weeks at least, and perhaps extended through the summer and winter terms of the entire year.

Libraries.—The law allows towns to appropriate money for the foundation, maintenance, and increase of public libraries. It is believed that a small, and judicious, investment of money for such a purpose would be of untold value to our young people. It should be remembered that the text-books of our schools are only introductory to vast fields of knowledge. The most our schools can do for the young is to open the gate to the richer treasures beyond. In a well selected library, we can enable them to furnish their minds more richly, and fit them for a higher and better service through life. Among our young people are some, who are endowed with talents, which if properly improved, would rank them with the very first minds of their day. Let these rich mines of thought and force be well worked. Let latent power be developed, that our little town may do its part in the great work which God has assigned to this, and the next generations.

LOWELL.

Our present rate of compensation paid, should entitle us to what every other payer of fair wages demands, and that is, skilled labor. It must be remembered that experienced labor is not always skilled labor. We need trained teachers—those who have been prepared by competent hands. Now, a teacher may go through the routine of school duties in a manner to avoid dismissal, year after year, and yet be entirely ignorant of the philosophy of teaching, knowing nothing of mental science, nor of the manner of developing juvenile ideas or of imparting elementary knowledge. Years on an educational treadmill will not remedy this defect. The teacher must seek the knowledge elsewhere than from his own pupils. Consultations with good teachers, and private study, will do much, but nothing short of the training of one of our Normal Schools should be thought sufficient to entitle a new candidate to mention in connection with our teacherships. Our State has four of these schools, at which instruction is given without charge, embracing an admirable general education, besides the training for the teacher's work. It certainly does not seem much to expect applicants for places of such importance as our teacherships, to have made this special preparation for the duty. In very few other walks of life would persons dare to ask for a place of honor and emolument, with no pretence at special qualification.

Not only should our teachers be well prepared before entering on their calling, but they should be sure to make a yearly growth so long as they pursue it. The tendency of the teacher's life, especially in the restricted range of a Graded School, is to fall into ruts, and go on term after term, repeating the same thing in the same way. When the teacher reaches this state of stagnation, however excellent the forms into which he has petrified, he ceases to be an excellent teacher, and in most cases, is no longer even a good one. When a teacher neglects to discuss questions of teaching with compeers, to attend teachers' conventions, to make some regular preparation out of school for the duties in it, and to read educational publications, it is time the city treasurer should cease to read that teacher's name on our educational pay-roll. With the mind as with the heart, stagnation is death.

Our Primary Schools are doing quite well, and many of them are highly creditable to their teachers. The prevailing drawback on their full success is the vice common to all classes of schools in all parts of our country—the too great use of the book at recitations. To bring the outline maps into general use in teaching geography, and to turn some of the teachers from the abomination of requiring the lessons of

the book to be committed to memory, the committee of last year were obliged to abolish the use of any text-book in geography in this grade of schools.* The benefit has been great, both in the teaching of this subject and in a growing freedom from the book in other branches. Some of our teachers have made great progress in this direction. One, at least, with praiseworthy zeal, after reading the suggestions in the last committee's report concerning the teaching of primary arithmetic, at once provided her room with a rod measure, a foot rule, a pile of inch blocks, &c., and did excellent work with them. Several others have taught their little pupils to measure their books, slates, &c., and to familiarize their eyes and hands with the denominations they were studying in arithmetic. Map-drawing has also received greatly increased attention the past year, while general drawing has been rather encouraged than taught.

We wish to repeat what former committees have said concerning the importance of our Primary Schools. For half-a-dozen years from birth, nature teaches the little one through the eyes, the mouth, and the restless fingers, a vast amount of knowledge, and very thoroughly wakes up the spirit of thought; but she troubles him with books no more than if Dr. Faustus had never dealt with the adversary, and Cadmus had never existed. Now, when he is captured and sent to the Primary School, if nature's processes are taken advantage of, as indicated in the committee's report of last year, and are blended into his new subjects of study, so that he continues to gain ideas through *all* the senses as he did before, with the additional means of books as mere subordinates in the operation, and with each little he learns desires to learn more, his education has received an impetus that will never be fully lost. It will survive poor training in higher schools and the college if need be, and will through life strengthen his powers of observation, comparison, investigation, analysis, demonstration and language.

A grade of schools that begins the fearfully critical work of imparting to an immortal mind the educational bias that will affect it forever, on earth and in heaven, can be second to none in importance. Nor can a skilful teacher in such schools be regarded as otherwise than the professional and moral superior of at least the assistant teachers of subsequent grades. The foolish idea that Primary teachers, if successful, should be made assistants in Grammar Schools by

* "In neither (history and geography,) shall they *require* or *ALLOW* their pupils to commit to memory and repeat the words of their text-books."

"Geography must be taught in connection with outline maps, which must be referred to in *every* geographical exercise. Map-drawing, first by copying and finally from memory, must be taught *regularly* by *every* teacher in the *Grammar Schools*, and is recommended for the older pupils in the *Primary Schools*." *School Reg. pages 22d, 23d.*

way of promotion, is less common than formerly, but it still exists and causes the committee some annoyance. Perhaps a slight difference of salary in favor of Primary teachers, would set this matter right much easier than argument can do.

It is probable that the time will come when simple books will be provided, but at present nearly every author seems anxious to load his book with everything that can embarrass the beginner. It would seem the true way, to make the subject as simple as can be, confining the book to one method, and leaving all contractions, curious variations, unusual methods and differing processes, until the pupil has mastered the subject in the more general way and feels thoroughly at home in it. Yet, the book furnished beginners in our Grammar Schools, first drills the little puzzled brains on two methods of notation, and then on two systems of numeration; it then gives two methods of addition and also gives two methods of proving each; it gives two methods of subtraction and two styles of proving them. In multiplication, the bewildered eight-year-old is told that "the multiplicand may be either an abstract or a concrete number, but the multiplier must always be regarded as an abstract number"—valuable information to little children; then follow four different rules for multiplication and two methods of proving the work; then five different rules for division and three methods of proof; four pages on, come five more rules for multiplication by certain numbers, and three more for division. It would seem a fair "guess" to suppose this book to have been prepared by some over-enthusiastic teacher of gymnastics, who was endeavoring to combine the complications of calisthenics with elementary arithmetic. That children emerge from this fundamental wilderness of arithmetic with any knowledge of the road, shows that bad books can be counteracted by faithful teachers.

The pupil, however, meets the climax of artificial obstruction and absurd distinction, when he comes to grammar. The idea has long been abroad, that the study of grammar leads to accuracy and facility in the use of language, but this is not well borne out by facts. Dr. Campbell, the eminent writer on rhetoric, says that a sentence may be unexceptionable to the mere grammarian and be obscure, languid and inelegant; Mr. W. C. Collar adds, that such a sentence may also be illogical and void of any conceivable meaning. Indeed, Dr. Latham, one of the most learned of grammarians, writes so very clumsily that the meaning of many of his sentences is found with much difficulty. Murray's grammar is pronounced by modern critics to be awkward and slovenly English, and Dr. Johnson, the author of a grammar, is pronounced by Cobbett, the famous grammarian, to be a very inaccurate writer. That eminent authority, George P. Marsh,

says: "It has not been observed in any modern literature, that persons devoted chiefly to grammatical studies, are remarkable for any peculiar excellence or even accuracy of style."

The book of Job and the Psalms, were written many centuries before the first Hebrew grammar appeared; and Shakespeare won immortality in blissful ignorance of Lindley Murray and all his predecessors. Clear expression can only follow clear thinking, and with clear thinking and with good examples constantly before the pupil, clear expression will come; it will come in no other way. What is needed, then, is to habituate the scholar to the use of good language, through conversation, reading, comparison and composition. The rules of grammar should come at the very close of the study—that is, the few that need come at all.

If our Grammar Schools could be provided with books based on the best systems of education, and had their course of study so extended as to retain their oldest classes a year longer than at present, they would be much improved. As nine-tenths of our pupils never go beyond this grade of schools, something more than the present meagre range of studies should be provided. Drawing should be taught as universally and thoroughly as penmanship; physiology is especially important to such scholars as have not the means of continuing long in school; and a course of natural philosophy would be of great value in the variety of active life that awaits so many of our young people of poor families. If so vast a majority of our children can not go to the High School, it is important to take measures to bring some of the High School studies to them.

Such an enlargement of the Grammar School course, would be a great advantage to the High School, even if covering a term of only six months. It may be safely said, that from a fifth to a quarter of each new class admitted to the High School, ought not to go there. By long usage, our Grammar teachers have been taught that their success is very largely measured by the number of scholars they contrive to send up annually, and the sub-committee on the High School have found that, despite all preëstablished standard of qualification, the minimum standard is, in the end, practically arranged so as to just fill the empty seats in the school-house! An advanced course in our Grammar Schools would give us better qualified candidates for promotion, besides doing nearer justice to the many whose education stops there.

The one great defect of our schools, of all grades—a defect which stands out among very many merits—is the great lack of oral instruction; it is what Superintendent Harrington of New Bedford, terms—"that slavish and exclusive fidelity to text-books. that is the bane of

American public instruction." This is why the knowledge gained at school, is so insignificant compared with our chance acquisitions. The pupil needs to gain ideas, and to be compelled to clothe them with fitting words of his own. He has an appetite for information, which should be quickened and regulated, and not smothered under heavy quotations of words that brings to him no meaning. On every subject, the children need to express their own thoughts, to use their own language; in every exercise, to see their teacher's eye and feel its magnetic power, and to receive every work uttered by their guide, as a communication personal to each of them.*

We should hardly expect to see Guyot teaching geography from a book resting on his knees, with his heels elevated on a desk, nor to find Agassiz crouched in a chair reading somebody's questions in fine print, and receiving mechanical answers in the language of anybody but his pupil.

We hope the general disuse of the text-book during recitations will soon be the rule in all our schools. The teacher, to be sure, must have an order of exercises and must adhere to it rigidly, or oral teaching will be very uneven in amount; but such a programme is necessary now and is required to be followed at all times. As a help to better teaching, violations of this rule should be hunted up and duly noticed by superintendent and committee. Oral teachers, too, must be well prepared for the day's duties; but this is a part of the work for which they are paid, and is vastly more important than any achievement of discipline or any self-sacrifice to usage and routine. With teachers well prepared for the day, and with teaching full of the individuality of Guyot and Agassiz—which all can imitate, even if they cannot equal—the character of our instruction would be greatly exalted.

May the friends of every sect, see the injury they would do their children by secluding them in sectarian schools, and appreciate the anti-republican tendency of such divisions in the education of our youth. May each citizen feel his immediate and individual interest in our Common Schools, and his share of responsibility for their success. May every one exert his special influence to continue them as the schools of the whole people—to render them so impartial that no virtuous sentiment of any portion of the community may feel aggrieved; so truly free that even poverty can ask nothing cheaper, and so complete and excellent, that wealth can purchase nothing better. Then

* "In all exercises and recitations, the teachers shall endeavor to so frame their questions as to lead the pupils to express their own thoughts, and use their own language rather than the words of their text-books; and to lead their pupils to anticipate the next step in their studies *before* coming to it in their books." *School Reg. page 22d.*

will the noble system founded by our fathers, have reached its full development, and their self-sacrificing faith, triumphant over doubt and suffering, have attained a glorious fruition.

Chairman Committee on Reports.—JOHN A. GOODWIN.

Truancy and Absence.—During the year the plan has been followed by the truant commissioner and myself, that was so successful last year. I am sorry, however, to be obliged to add that one or two of the teachers see no necessity for any system, and are satisfied with the old no-system. I have the testimony of the city marshal, his deputy, and the truant commissioner, to the efficacy of the plan adopted, and I have intimated to teachers the importance of not undervaluing any means, however worthless they may appear, that may be tried to lessen the number of cases of truancy. The little blank notices to parents informing them of the absence of their children from school, have produced a good effect where they have been used, and the truant commissioner says that many parents have expressed themselves well pleased with the interest that the sending of such notices seems to indicate on the part of the teacher in their own as well as their children's welfare.

By sect. 4, chap. 2, of the rules, it is made the duty of the superintendent "to take measures to prevent truancy and non-attendance, and cause delinquents to be reported to the proper officer."

The tendency of a cordial coöperation of the teacher with the superintendent and truant commissioner would be to lighten his labor and raise the character of his school. It requires no talent and but little effort to make the proper inquiries concerning the absence of a child, and to fill out and send a blank. Why, then, should not every teacher cheerfully conform to the plan adopted?

The following is the truant commissioner's report:—

Orders received from superintendent's office,	406
Number of scholars included in the orders,	427
Orders received directly from the teachers,	183
Number of cases examined of children found in the streets during school hours,	107
Total,	717
Of the above there were truants,	211
Absentees, with permission of parents,	447
Scholars unconnected with any Public School,	59
Returned to school the second time,	114
" " the third time,	69
Arrested for truancy,	41

Carried before the court,	33
Sentenced to the "House of Employment," &c.,	27
Bailed and returned to school,	6

It will be seen that of the seven hundred and seventeen cases investigated, four hundred and forty-seven, almost three-fifths, were cases of absence with consent of parents. "Inconstancy," says Mr. Huse, "is a harder evil to combat than truancy. I mean those cases where parents keep, or allow their children to remain out of school for very trivial causes. I have labored hard to impress upon the minds of this class of parents the vital necessity of constant attendance of their children while members of our schools, not only on account of their advancement in education, but also in forming habits of industry when they attain to a proper age for labor. From long observation I am satisfied that our most constant scholars make our most industrious and most reliable men and women."

Employment of Children in the Mills.—An unsuccessful attempt was made in the legislature last winter to amend the law relating to the employment of children in the mills. I believe very little difficulty would be found in enforcing the present law. The city solicitor informs me that, to his knowledge, no case of violation of the law has ever been brought before the court. No impediment to its enforcement is offered by the agents of the large corporations, and generally, strict orders are given to the overseers to employ no child without a proper certificate. Exceptional cases of a departure from the rule are occasionally brought to my notice, but they are chiefly where the necessities of the family have proved too strong an appeal for a kind-hearted overseer to withstand.

I propose, this year, to obtain from all the teachers, by means of printed blanks, monthly reports of all children belonging to their schools who are employed in manufacturing establishments contrary to law, and to send to the agents notices of all such cases. The effect, it is believed, will be to secure, from those sent out from the mills a constant attendance at school for three months, instead of what is now too commonly the case, the same length of time spent in lounging about the streets and alleys of the city.

During the fall, General Oliver visited the city for the purpose of hunting up a case to bring before the court, but the knowledge of his presence and his object, caused diligent inquiry to be made in some of the rooms where boys were employed, and those only were retained who had attended school long enough to entitle them to a certificate of three months' schooling in the year.

Superintendent.—CHARLES MORRILL.

MALDEN.

The Antagonism of Parents and Teachers.—One of the disagreeable duties devolving upon members of the school committee, is that of deciding upon questions arising between parents and teachers relative to punishment.

Hardly a week passes that some member of the committee is not waited upon and requested to adjudicate some serious difficulty wherein the teacher "has committed an outrage or causelessly punished an innocent boy or girl." While sympathizing with the parents in all cases of well-founded abuse, the committee would earnestly recommend that in every instance where a parent feels that his child has received unmerited punishment, he go at once to the teacher and kindly inquire into all the facts concerning the case. This course would at once enable the parent to judge dispassionately of the asserted wrong committed, and relieve that anxiety which both parent and teacher experience until the facts are known.

Parents and guardians naturally sympathize with the child, and lend a willing ear to its complaints, seldom reflecting that it is possible there is quite another side to the plausible recital of its grievances. A number of cases have arisen within the year just past which clearly illustrate the fact that children are not angels in disguise, and that these "home divinities" undergo wonderful transformations whenever their whims or caprices are thwarted and the merited, long deserved punishment is received. We have known boys, after trying the patience and exhausting all the efforts of a considerate teacher for months, to represent that the punishment which finally came, and which was the only alternative left, was the result of some trivial act committed in an unthinking moment, not forgetting to add that the punishment was unnecessarily severe. When an investigation is made it is found that the boy or girl has entirely misconceived the cause which made the punishment imperative, or so completely misrepresented the case that all the truth is left out, and merely the fact of the castigation recited. Children, above all things, hate government, restraint, law; and every attempt to curb their wishes, or thwart their inclinations, is sure to meet with opposition.

If parents would give their children to understand that for every wanton violation of school rules, and continued perseverance in wrong doing, they would be twice punished, much of the incipient defiance of school authority now prevalent would never arise.

As a rule teachers are tender and humane; as sympathetic and indulgent as are the parents, and frequently more reasonable. We

have known parents to denounce teachers in unmeasured terms for alleged severity, who themselves, if provoked by their children, lose all self-command, and with words of wrath and violent blows give vent to their passion. Here is the trouble, the parents sometimes need discipline. The great error is in ascribing all the faults and difficulties to teachers, and none to parents. There is no doubt of the fact that to parental misconduct is traceable a great part of the disorder ascribed to the perversity of children. The teacher stands for the time being *in loco parentis*, and the very fact that he or she is employed to instruct and direct the child, is a guarantee that its highest good will be carefully promoted. To the teacher is committed an important work. All that skill, intelligence, patience and kindness can suggest, the faithful teacher must accomplish.

An important responsibility ever attaches to the humblest as to the highest, in this most difficult, and in some respects, most trying of all the professions; and any flagrant violation of duty is sure to be followed by prompt dismissal.

Occupying such a position, it is strange that parents do not perceive how, from the very necessity of things, teachers are bound by every consideration to do nothing that can be construed into a wilful or wanton violation or neglect of duty towards their pupils. Occasionally we find those who have assumed the garb, but are deficient in the elements which constitute the good teacher, and their failure is very likely to affect the circle of teachers they represent. But as a whole our teachers labor with an ever-present consciousness of the responsibilities of their calling and an earnest purpose to do their whole duty.

If parents would visit our schools more, become acquainted with the teachers, witness their labors, exhibit an interest and sympathy for them, new light would break upon them, and instead of complaints and cruel aspersions, a fraternal feeling would be kindled that would shed a genial, kindly influence, in which parent, child and teacher would alike participate. Again we say to parents, visit the schools!

Chairman.—W. H. RICHARDSON.

MEDFORD.

Regulations.—26. No child shall be admitted into any of the Public Schools without a permit, and no child shall be entitled to receive such permit until satisfactory evidence be given that such child has been vaccinated, or otherwise secured against the smallpox. Permits for admission to schools may be given by any member of the committee, except where the scholar has been expelled for mis-

conduct, in which case the permit may be given by the special committee of the school to which admission is desired.

27. Every pupil shall be required to attend school as constantly as possible, and in case of tardiness or absence, to furnish to the teacher satisfactory evidence that such tardiness or absence was necessary. Prompt obedience to the teacher is required of every pupil.

28. Whenever any pupil shall have been absent from school four successive days, it shall be the duty of the teacher to give immediate notice to the parents of such pupil; and said pupil shall be suspended from school, to be again admitted only upon a written permit signed by the special committee, unless it be known to the teacher that such absence was caused by sickness. In keeping the record of absences, children suspended from school shall not be reckoned after the expiration of the four days. All other absences shall be recorded and reported.

Evening School.—The Evening School has been under the charge of Mr. W. G. Tousey, and has more clearly than in any previous year demonstrated its utility. It has passed the stage of experiment and has been of unmixed advantage. We urgently recommend an appropriation of \$300 for the purpose of continuing its work during the coming year. More than sixty persons of an age too advanced for admission to the day schools, have attended its sessions with great regularity, and have thus been enabled in some degree to remedy the disadvantages under which they have labored in earlier years.

School Committee.—DANIEL A. GLEASON, *Chairman*, CHARLES H. LEAROYD, *Secretary*, ALFRED TUFTS, N. T. MERRITT, B. F. HAYES, JAMES A. HERVEY.

NATICK.

Too often parents, for very slight causes, permit their children to be absent from school, thereby inflicting an amount of injury upon the whole school as well as upon their own children, of which they can have but little conception except by actual observation of the daily routine of the school. We have no doubt that a very large percentage of the money expended by the town upon schools is absolutely wasted through unnecessary absences of pupils. It will be the duty of the committee, alike for the benefit of the parents and of the scholars, to make and enforce stringent rules to prevent absences from schools, which too often occur without the knowledge of parents. The need of such rules increases with the increase of our population in density, and we ask the coöperation of parents

and friends of schools in securing a reformation in this matter in this town.

In conclusion, we desire to call the attention of the people of the town to the daily increasing importance of good Public Schools, in order to secure the welfare of this rapidly increasing community. As the population becomes dense, temptations to the young multiply at a rate which may well alarm the hearts of parents; and it is a duty of the utmost importance to fortify the minds and hearts of the youth of this place with that best defence against the enticements to evil which surround them, namely, a thoroughly good, interesting, and refining course of study. Active employment of the mind and heart upon great truths taught by pure and cultivated teachers, whose ever-present example illustrates the power and influence of virtue, intelligence and refinement, is the best safeguard against the "mischief" which "Satan," now more than ever, "finds for idle hands to do."

Let us have then what we most emphatically need, a revival of interest in the cause of education, and so shall we best secure the highest interest and welfare of our beloved town.

School Committee.—JOHN W. BACON, HORATIO ALGER, JOHN B. FAIRBANKS.

NEWTON.

To fill the vacancies that have occurred, we have been able to secure apt and experienced teachers, already possessed of the acquirements and qualifications essential to success. They are faithful, conscientious, and earnest; discreet in discipline; patient in labor, and ambitious of the good-will of pupils and parents. No complaint has reached us of undue severity of discipline. That last resort, permanent exclusion on account of refractory or immoral conduct, has not been required in a single instance; and the relations between the teachers and those whom they serve, have been, to a gratifying extent, friendly and pleasant. We have abundant evidence that our high appreciation of the worth of our teachers is shared by the whole community.

Without exception, the several villages have now substantial, commodious and elegant school edifices, well adapted to the present and prospective wants of the schools. The expenditures in this particular have been large, but we believe the future will justify them, in the increased attractiveness of our villages and the character and progress of the schools. Within the last three years the town has expended \$170,000 in this direction, and the total value of our school property is not less than \$298,000. All needed provision has been so gen-

erously and promptly made, that, with the ordinary increase of population, no further appropriations for this purpose will be required for some years.

In fixing the salaries of our teachers for the ensuing year we have adopted the principle employed in the cities and many of the towns, of regarding length of service. Without doubt all teachers become more valuable as they become better acquainted with the schools and the citizens, and perfect their methods and systems; and by adding to the salaries of established teachers what may be properly saved from the compensation of those who are recent and less experienced, we may be able to retain teachers who receive calls to other places.

For the Committee.—JOHN B. GOODRICH, *Secretary.*

High Schools.—The elective system which was adopted last year, and by which a scholar may pursue either an English or a classical course, has thus far worked well; and we are glad to mention the fact that Latin, although an optional study, has been chosen by a majority of the pupils. As a means of enabling a person to understand the meaning of words and the analysis of sentences, and as a basis for acquiring the modern languages, the study of Latin is invaluable. There is no necessity for any opposition between the sciences and the classics. An acquaintance with both is essential to the highest culture. An educated man must not be ignorant of the world in which he lives, nor of the literature of the nations of past ages. Why should not some knowledge of both of these be acquired? There can be no danger from hard study, if one will only take sufficient exercise, avoid late hours, and be careful to preserve his physical health. We should educate all our faculties, and not be satisfied with a partial development. We should undervalue nothing that will strengthen and enrich the mind, or help us to think, to write, and to speak effectively. We should appreciate the worth both of theoretical and practical knowledge, and add to the study of words, the study of things. There is truth in the remark that "we are shut up in schools and colleges and recitation-rooms for ten or fifteen years, and come out at last with a bag of wind, a memory of words, and do not know a thing. The old English rule was, 'All summer in the field, and all winter in the study.' The sight of a planet through a telescope is worth all the course on astronomy; the shock of the electric spark in the elbow out-values all the theories; the taste of the nitrous oxide, the firing of an artificial volcano, are better than volumes of chemistry."

For the Sub-Committee.—EDWARD J. YOUNG.

Grammar Schools.—Now the fact is the three branches of study

which principally engage the teacher's efforts, do not, unless the text-book is employed as a help rather than as an all-sufficient means, greatly promote available intelligence and mental resources. The study of arithmetic is generally considered as a comprehensive discipline of the mind. Yet Sir William Hamilton says, "If we consult reason, experience, and the testimony of ancient and modern times, none of our intellectual studies tend to cultivate a smaller number of faculties in a more partial manner than mathematics."

Grammar, too, if taught mechanically, according to the "book," affords but little mental discipline. Unless the earliest and most persistent object sought is to give the pupil an insight to the philosophy of language, and to lead him into an appreciation of the principles of its structure, a deplorable failure will be the natural result. We have heard children recite glibly about "coördinate conjunctions," and "complex adjective elements of the third class," who could not correct the false syntax of a simple sentence.

We might speak of the barren rote-work to which the study of geography is often reduced. But the object of these strictures is only to suggest and insist upon the plain necessity, on the part of every teacher, of keeping constantly in view the true object of school instruction, and of withdrawing from the text-book whenever his own mental resources afford better means of helping and leading the mind of the child. As before said, we are glad to observe in our schools an increased appreciation of these principles.

For the Sub-Committee.—JOHN B. GOODRICH.

Primary Schools.—The more your committee have examined into the philosophy of teaching, and the curious development of the human mind, the more thoroughly have we been impressed with the importance of securing the highest order of talent for the Primary Schools.

Formerly, almost any one possessing an ordinary education was thought competent to teach a school for beginners. This mistake, as we deem it, arose from a wrong conception of the true nature of a teacher's profession, as well as from ignorance as to the growth and natural development of the infant mind, in all its varied and multiform faculties.

A child of six or seven years, that can pronounce small primer words fluently, and spell them correctly, is looked upon as bright and intelligent. This may be true, but this exhibition, perhaps, is simply the result of a good memory, good in itself, but of infinitely small importance compared with the uniform and healthful expansion of all the faculties. The natural order of development should be

more carefully studied by the teacher, while more freedom should be given her in her methods.

We are endowed, in common with the lower animals, with the faculties of hearing, seeing, tasting and smelling, as well as of observation. These may be largely cultivated, and only through such cultivation can we lay a board and generous foundation for a noble superstructure. Yet in our schools, many of them much crowded, the teacher finds almost no time to depart from the regular programme, for the pupil must be prepared according to the book, to enter the next grade, regardless of nature's teachings, which are peculiarly God's methods; for should the pupil be judged incompetent, the teacher's reputation suffers, though she labor never so earnestly and successfully as a true educator, in forming in her pupils careful and exact habits of observation, that in having eyes they see, not only the objects God has created all around them, but their beauty and utility.

How infinite the field thus opened to the teacher and the child; and with what bounding joy will the child enter such an opening vista; feeling none of the restraints of the book, which too often hamper the gushing spirit of childhood, while narrowing the sphere and dampening the enthusiasm of the true teacher.

We have said this much upon the general subject of primary teaching, because we deem it of infinite importance that, in any system of education, the groundwork should be thoroughly understood and appreciated; for then only shall we see a structure rise typical of a noble manhood and womanhood, worthy of our age and of the generous support given the schools of Newton. To secure such results it is only necessary that we give more freedom to our teachers in their methods, and more flexibility to our grade lines; that we reckon a pupil's progress, not so much by the pages gone over, as by the systematic growth of the mind, body, heart and soul.

For the Sub-Committee.—GEO. E. ALLEN.

PEPPERELL.

It is somewhat remarkable that, while in the mechanic arts not a day passes without the invention and application of improved tools and machinery, and while no expense is spared, though it may involve the necessity of throwing aside the less convenient and serviceable instruments of yesterday, that still there exists such indifference among some people in regard to increased facilities for educating their children, and such positive unwillingness to appropriate money for this most important end. The immediate consequence of this state of

feeling is, first, the inadequate compensation of the teachers; and secondly, the unsatisfactory, and in some cases disgraceful, condition of our school-houses.

Second. But without reasonably convenient and well-appointed school-houses, the best teachers must find their labors increased, and their success sadly impaired. We have in Pepperell one school-house which is all that we could desire; and the inhabitants of District No. 7, should make it a matter of daily thanksgiving, that their children enjoy so many outward advantages in connection with their school. In the other districts, with a single exception, the school-houses are in different degrees, convenient and comfortable. But your committee are persuaded that if the inhabitants of the different districts would give proper attention to this subject, the different school-rooms would be made far more attractive and inspiring than they are now; that they would be relieved of their present barnlike, dingy, cheerless aspect; that their walls would be freed from smoke-stains and cobwebs, and would be hung with maps, pictures and portraits that would do more than most teachers can do in furthering the work of education,—of education, in the broad sense of that word.

Are we met with the old objection of the “expense?” If a small fraction of what is expended in the purchase of tawdry prints and images to decorate the walls and mantel-pieces of our dwellings, were contributed for this purpose, our school-rooms would become temples of good taste as well as of learning; and the “old folks” would love to “go to school” to have their eyes and hearts gladdened together.

School Committee.—CHARLES BABIDGE, C. W. BELLOWES.

SHERBORN.

School Appropriations.—Your committee have been recently asked whether the town could not profitably spend more money for the support of schools. We wish to give our answer to the public, which was emphatically in the affirmative. Nothing is lost by giving a hearty and generous support to these institutions of learning; for in them are laid the foundations of future greatness and glory for the town or State. In them are planted the seeds which are to germinate and bear fruit in the unending future. These are the institutions which are to preserve our land from such attacks of barbarism as those from which we have recently come forth,—saved indeed, “yet so as by fire.” The strength of the future town or State will depend largely upon the fidelity of the present generation in sustaining the institutions of education and pure religion.

School Committee.—WILLIAM BROWN, ALBERT H. BLANCHARD.

SHIRLEY.

In the discharge of their official duties, your committee have not been unmindful of the magnitude and solemnity of their trust. Somewhat in proportion to their experience, as supervisors of your schools, have they become convinced of the necessity of this supervision to the success of primary instruction. The very existence of a committee does something for the interest of Common School education. And when such committee goes no farther than simply to fulfil the letter of the law under which it acts, it becomes a power of success in assisting the labors of the teacher and in sustaining the industry and progress of his pupils. But when in addition to all this a committee enters into the spirit of its requirements, and bears constantly in mind the interests of the schools in charge, acting in school and out of school for the benefit of teachers and taught, administering advice and reproof, instruction and encouragement to each and all, both in their regular sessions and in their private walks, as its judgment shall dictate, the result will prove it an indispensable agency in the great work of juvenile instruction. Let committees but feel how much of the real progress of primary education depends upon their exertions, and act upon their convictions, and they will see, from year to year, the fruit of their labors in the advanced position of the schools under their charge.

In pursuance of the duty imposed by this law, your committee waited upon the agents of the three manufacturing establishments in town, who gave them a courteous reception.

One of them stated that he employed no help of the specified ages, and of course could not be a violator of the law. The other two declared it their intention to fulfil the requirements of the statute, which they found themselves able to do, by dividing families, so that a part might attend school at the summer term, and the residue could attend at the winter term, which arrangement was satisfactory. Both, however, gave it as their opinion that the chief obstacle to the attendance of children of foreign parents, at our schools, was the opposition of those parents. To obviate this difficulty, if possible, your committee, in connection with one of our teachers, waited on several of these families, all of whom declared a willingness that their children should receive instruction in accordance with the laws of the land, and some of them showed much interest in the well-being of their little ones, and availed themselves of the opportunity of placing them at once under the care of the teacher, who in connection with the committee, had thus interested himself in their behalf.

SOMERVILLE.

The acquisition of knowledge is ever a source of intense delight to those who can gain a clear and intelligent understanding of the subject under consideration. And under such circumstances, the mind is always invigorated by the proper exercise of its faculties. But it must be regarded as not only unwise but cruel to require, or even to allow pupils to plod on day after day, and year after year, in the dark, as many do, perplexed and disheartened by vain attempts to understand subjects, which from want of mental growth, they are unable to comprehend. School life to such must ever be an incessant round of painful drudgery. Our limits will not admit of an enumeration of the pernicious consequences of such a course.

To avoid the evil under consideration, the requisite time must be furnished for the natural, vigorous growth of all the powers of body and mind. Any apparent loss of time will be much more than compensated for, by the additional physical strength and mental vigor with which the young will go forth to engage in the conflict of life.

Due regard must be had also to the natural order in the development of the intellectual faculties. In nature, it is "first the blade, then the ear," but we must patiently wait till autumn, before we can rejoice in the possession of "the full corn in the ear."

There is a corresponding order of progression in the province of mind. In the child, observation, curiosity, memory and faith are developed early. The rapidity with which children of tender years acquire knowledge from observation, and skill by imitation, is a matter of surprise. They memorize with rapidity and ease, if not with positive pleasure. What we should consider a Herculean task, they would regard as mere pastime. As we have already intimated, their faith and intuitions render the slow processes of reasoning unnecessary.

Win the confidence and affections of a child, and he will not call in question your assertions. This fact greatly enhances the responsibility of educators, but it gives them peculiar advantages in communicating knowledge.

Reason, therefore, would seem to indicate that oral instruction, object teaching and memorizing, should be the principal work of the Primary School, and also of the lower classes of the Grammar School.

Reason and judgment mature slowly. Studies, therefore, which require the exercise of these faculties, should be pursued late in the pupil's course.

To require a child to reason logically, or to exercise the judgment

of mature minds, would be like demanding of nature autumn fruits in June.

Again, while we furnish pupils with all needful assistance in gaining knowledge and in developing the mental faculties, we should not forget that the mind can be strengthened and matured only by the exercise of its own powers.

We may generously furnish facilities for acquiring an education, but each one must learn for himself. Thought comes of thinking, as strength does of action. Every difficulty successfully overcome, imparts to the victor additional vigor, and insures victory over others more formidable. It is mistaken kindness to do for pupils what they must perform for themselves in order to become skilful in doing. They should early acquire the habit of self-reliance, and should be encouraged in the exercise of their own abilities. Knowledge may be imparted; but the mind is educated only by the exercise of its own activities.

Chairman.—HENRY F. SPENCER.

Grammar Schools.—We hope to see a system of individual promotions restored. We believe this system will promote a healthy enthusiasm in study, secure the best efforts of the pupil, make him ambitious to learn, and remove the constant friction attendant upon the class system; that through this agency, lessons can be assigned to a class adapted to the mental and physical capacity of each pupil, and that the studies in our Grammar Schools are not so varied that pupils need be deprived of its advantages. Under the class system of promotions, a pupil's advancement is a question of time, while under the individual system it becomes a question of industry, of talent, of punctual attendance, and of general attention to the business of the school; under the class system, some pupils have little or nothing to do to get the lessons assigned, while others work hard, become discouraged and disheartened because they are unable to do the work of the class. The individual system meets the wants of each pupil, does not ruin one with overwork, nor make another indolent for lack of work.

Chairman.—S. A. CARLTON.

In closing we would urge upon the attention of parents, teachers and committee, the vast importance of the cultivation of kindly relations and a mutual good understanding. Here should exist the most cordial coöperation. Our interests are identical. Our aims are one. We are all laboring for the attainment of the same object—the highest good of those for whose proper training we are mutually responsible. But our relations are peculiar.

Parents are the divinely appointed teachers of their children. Hence the relation of the parent to his child is the only natural relation existing in our present systems of secular instruction. But He who in wisdom established this relation and imposed its responsibilities, implanted also those ardent parental affections whose strength none can measure.

The relation of the teacher to his pupils is temporary and artificial. Parents in transferring their duties cannot transfer their affections also. Civil law regards the teacher as occupying the place of the parent; but no legislation can impart to him who assumes this artificial relation, that tender parental love, which "suffereth long and is kind;" which "seeketh not her own, is not easily provoked, thinketh no evil;" but "beareth all things, hopeth all things, endureth all things."

To harmonize these different relations, and to overcome these natural deficiencies should be our constant endeavor. Teachers should labor assiduously to come into sympathy with parents, and to cultivate affection for their pupils. And parents should earnestly strive to inspire their children with confidence in their school, and with affection for their teachers.

We all labor more cheerfully and effectively in accordance with our inclinations, and especially in the direction of our affections. Duties are pleasures when the heart is in them. A great point is gained, therefore, when the school and the teacher secure the confidence and love of the pupil.

He is the wise teacher who labors earnestly to render himself worthy of the confidence and love of those whom he instructs and controls.

He is the judicious parent who cheerfully coöperates with the teacher to render the school pleasant and profitable to the child.

For the Committee.—J. H. DAVIS, Superintendent.

STOW.

The family is placed by divine appointment under the direct and positive control of the parent, and with its wise or unwise management the State, save in a few rare and exceptional cases, has nothing to do. The school, on the other hand, is the creature of the State, over which it exercises a direct and unceasing control. It is subject to a legislative guardianship as watchful as it is powerful, and as salutary and beneficent as it is wise and exacting. Secure as the family is from legal interference, it is not left optional with the parent whether or not, he shall suffer his offspring to grow up in ignorance and vice. Nor is any community at liberty, from parsimony or indif-

ference, to permit its children to reach the period of manhood without the facilities and advantages of a substantial education. The State, whose most vital interests are involved, interposes its authority and imperatively demands that schools shall be maintained, and that no child, except from reasonable cause, shall be debarred from attending them. It matters not how great the care or the cost may be of sustaining our Public Schools; they must be maintained; and it is the pride and glory of Massachusetts that her schools are so cheerfully and liberally provided for.

The amount voted at the last annual meeting was the largest ever raised in this town for the support of schools, and it appears to be the determination of our citizens to take no step backward in the cause of education, till our children shall enjoy facilities for mental culture equal at least to those provided by any town in the State, of the same rank in wealth and population.

The present year will witness the abolishment of the district system, which has so long obstructed the efficiency and usefulness of our schools. At the annual March meeting, the town voted by a decisive majority to abolish the district system, and to adopt the general system which exists throughout the Commonwealth. When the change is completed, and the new system is put in working order, some of the evils which have hitherto hindered the progress of our schools will, it is hoped, disappear, and a greater energy will be given to the management of our schools than they have ever before known.

School Committee.—THEODORE COOKE, J. A. DEFOREST, HENRY HAYWOOD.

SUDBURY.

We have esteemed the services of a teacher who really instructed, and induced her pupils to think and acquire clear ideas, far more highly than those of one who simply heard recitations without any effort to illustrate and explain, or to ascertain to what extent the lessons were understood by her pupils. "Not all which we eat, but what we digest, nourishes the body; and not all which we learn, but what we understand, improves the mind." It is thought by some, whom we esteem and whose judgment we respect, that in the study of arithmetic, processes alone should be taught to the younger scholars, the reasons being omitted till the mind of the pupil has considerably matured, and consequently that our requirements in that particular have been faulty.

This would be true if the acquirement of processes were the principal object of the study, and the processes, when learned, could, with reasonable effort, be remembered without a knowledge of the reasons

upon which they are based; neither of which seems to us to be true. For, as we have before remarked, the primary object of school education should be to develop, strengthen and discipline the mental powers, none of which are materially improved by the course under consideration, excepting memory, which, we think, can be cultivated more wisely by learning something in the acquirement of which that faculty of the mind cannot be very materially aided by the others, as they become developed.

But the chief objection to the course is the wrong habit of mind which it cultivates, and the great difficulty of correcting it in after years. An injurious inclination acquired in childhood may continue through life, and even if reformed, its effects can never be wholly eradicated. While, on the other hand, the importance of forming, in early life, correct habits of thought, and acquiring true methods of study, or, at least, being guided and receiving an impulse in the right direction, can hardly be overestimated.

Knowledge of the branches studied in her school, though indispensable, is but a small part of the necessary qualifications of a teacher; and the younger and more immature the scholar, the greater the necessity of skill and excellence on the part of the instructor. Of this, the more we observe the more firmly are we convinced, and the more important it seems to us that the popular idea that almost any one of sufficient age will do to teach a Primary School, should be perceived and corrected. To this end we earnestly commend this branch of the subject, especially, to your careful observation and reflection, believing that nothing more is necessary to accomplish it.

School Committee.—CHARLES THOMPSON, J. C. HOWE, S. A. JONES, J. K. HARRIMAN, B. H. RICHARDSON, JOHN H. VOSE.

TEWKSBURY.

District System Abolished.—The deed is at last done; done, we are happy to add, pleasantly, with a good degree of unanimity, as though the people were awake to the demands of the age, and determined to do their duty to the young. Nor do we believe that, after a fair trial, there will be any occasion to regret the adoption of the municipal, in the place of the district system. We cannot, therefore, but congratulate the town on this step in the right direction. Whatever advantages may have resulted from the district system in the past, we believe that it is no longer in keeping with the true progress of the age. It must, of course, take time and cost some patience and care and effort, to get things properly adjusted, and settled on a new basis. But judging from the experience of the many cities and

towns, embracing more than half of the population of the State, which have tried both the district and the municipal system, we are confident that, after thoroughly testing its merits, those who now question the expediency of the new order of things, would no more go back to the old, than they would go back from the modern iron plough to the old-fashioned wooden one; or from Hoe's modern ten-cylinder, which will fling off nearly twenty thousand large eight-page newspapers an hour, to the heavy, bungling hand printing-press used by Benjamin Franklin, with which he might have printed some sixty or seventy small hand-bills per hour.

As we have dwelt so much on the importance of the mode of intellectual culture in former reports, we turn to a still more important part of the object of our schools—moral improvement. This, as well as intellectual culture, is prescribed in the statutes of the Commonwealth. While our schools are to be kept free from sectarianism, the law requires that teachers should instruct the young in those "virtues which are the ornaments of human society, and the basis upon which a republican institution is founded." Now, whatever deficiency there may be in the proper education of the mind, there is, we apprehend, a greater deficiency in the true culture of the heart; that too many go through the whole term of their schooling, attending to the rules of grammar, the facts of geography, and the calculations of arithmetic, to the neglect of the great principles of Christian morality,—a sacred regard for truth, honesty, justice, charity and purity; the practice of kindness and courtesy, respect for the rights of others, reverence for God and obedience to His laws. There are those of such narrow, grovelling views, that they seem to have no higher idea of the object of education than that of merely teaching one how to reckon profit and loss, as though the great end of man was to buy and sell and get gain. But we rejoice in the fact that our free school system, which originated in Massachusetts, which has been the glory of New England, and which is now extending its beneficent influences far and wide, was established for a nobler purpose; that its grand and comprehensive design is the education of the whole man, the right development of the conscience as well as of the reason, the training of the young not only to think correctly, but to act nobly, and thus fit them for all the duties and responsibilities of republican citizens. An education of this broad and high character is a better defence of our liberty than a standing army, a firmer bulwark of our government than our oak-ribbed and iron-clad navy.

Since the mission of our schools is of such importance, so essential to our highest interests, it is true political economy to do all we consistently can to make them efficient. Better, far better pay for school-

houses and teachers than for prisons and police officers. Better stint any appropriation than that for so noble a purpose as the proper education of our children, remembering the words of the inspired penman, "Wisdom and knowledge shall be the stability of thy times, and strength of salvation."

School Committee.—RICHARD TOLMAN, JOSHUA F. FRENCH.

TOWNSEND.

Your committee are of the opinion that it is the duty of the town to establish a High School, agreeably to the requirements of law. This should be done, not simply because the law forces us either to support a High School or be continually liable to indictment, but in the spirit of Christian magnanimity, on the principle of "do unto others as ye would that others do unto you." This town, during the past year, has been represented by quite a number of scholars in the Academies, Normal Schools and Seminaries in the different parts of the State. Some of them are fitting for citizens, some for teachers, and some for college. How pleasant it would be for our youth to have these advantages at home. If we had such a school in this place, and scholarship were made the test of admission, it would enhance the value of the entire real estate of our town. In the light of "worldly wisdom," aside from the intellectual wealth it would bring us, its cost would be a good investment. The teachers of the Public Schools in towns where they enjoy a High School are invariably more intelligent and efficient than they are in towns having no High School. Having been disciplined themselves in the High School they acquire a tact for imparting knowledge to others in a systematic, happy manner. There is no way whereby the town can avoid establishing a High School, if we have the least regard for law, justice or humanity.

Chairman.—ABEL G. STEARNS.

WAKEFIELD.

Discipline.—The experience of the past few years demonstrates that anarchy would have reigned in some of our schools if the committee had not exercised constant vigilance, and if they had not expressed and enforced their determination to maintain order without regard to consequences. And our schools are now reaping immeasurable advantages by reason of this course on the part of the committee. Nor is there anything tyrannical or unreasonable in requiring implicit obedience and orderly behavior from all pupils. It is for their plain

interest that this should be done. They are sent to school to be educated; and one of the most essential elements of an education is the lesson of obedience. He who has not learned to obey is unfit to command. He who does not cheerfully submit to legitimate authority, can neither govern himself nor act well his part in life. If children are allowed to be disobedient, disorderly and insolent, these evil habits will adhere to them in after years; and we may expect from them, in adult life, rebellion against the laws of the land and the laws of the Supreme. If there is anything in the tendencies of modern society which renders this direful result especially probable, then is there so much the more, not the less, necessity for the enforcement in our schools of a discipline inflexible and infrangible, yet well-directed and administered with kindness and love. The proposal wholly to abolish the use of corporal punishment in Public Schools, is looked upon by your committee as one which if carried out would be subversive of discipline and ruinous to the interests of education.

It would be well if parents would cultivate a little more sociability with the instructors of their children. They would know them better, and be less likely to misunderstand their management. Evil reports against teachers should be treated with suspicion. Children who are under censure for misconduct, or restless under the requirement of "every lesson from every scholar," should not be credited in all their representations of a teacher's words and conduct. If they so far depart from propriety as to subject themselves to punishment, they can hardly be expected to be dispassionate witnesses as to the very transaction in question. Courts of justice do not rely upon the testimony of a supposed offender, nor upon flying reports. If a community disregard these rules of simple justice, what guarantee is there that the best and most conscientious teacher will not be the victim of cruel injustice?

Evening School.—By authority of the town, a free Evening School was opened by the committee about the middle of December, held for thirty-seven evenings during a period of some three months. Only persons over fifteen years of age were admitted, no authority of law existing for establishing such schools for those younger. The day schools abundantly provide for these. There was a ready response to the committee's advertisement to inquire how many would like to become members of an Evening School. The attendance was large, though diminished as spring approached.

We are happy to be able to say that this free Evening School was a decided success. Important assistance was rendered by members of the committee, one or more of whom being present almost every evening during the first half of the term. Our expectations were

fully realized. The pupils, many of them men and women grown, came to learn ; and consequently discipline cost no labor, their deportment scarcely calling for a single reproof during the whole term. They manifested a most commendable interest in their studies, and made earnest effort for improvement. A few who only knew their letters learned to read simple sentences in a remarkably short time. Others who were but poor readers became comparatively good. Great advancement was made in reading, arithmetic and writing. Some studied grammar and geography. Oral instruction was also given on general subjects calculated to interest and improve the mind. Occasionally the exercises were closed with music on the piano. On the whole, we believe that the investment was well made, and that the town will receive a full equivalent in the improvement of that part of society which needs it most on account of inferior advantages in childhood. Whatever will increase the desire for useful knowledge, the love of study, and the taste for rational employments and enjoyments among the working classes, must tend to the substantial good of the community.

Truancy.—The truant laws have evidently had a good effect in keeping children from the street during school-hours. The evil of truancy has no doubt existed to some extent ; but it has been private, i. e. it has eluded the vigilance of parents. When these wayward children have found that the truant officer was on their track, they have generally taken the shortest way to the school-room. Mr. W. G. Skinner, the only truant officer who has made a formal report of his doings to the committee, says : “About twenty cases of truancy have been presented, most of which were settled without difficulty, the parents assisting in their children’s return to school.” The committee have also done what they could to return truants to school, and to inform their parents of their habits of truancy. How many times would a boy play truant from his work before his parents would become acquainted with the fact, and use sufficient persuasives to induce promptness in the future ?

School Committee.—EDWARD MANSFIELD, *Chairman and Treasurer*, P. H. SWEETSER, C. W. EATON, JAMES O. BOSWELL, J. W. WILLMARTH, T. ALBERT EMERSON, *Secretary*.

WALTHAM.

Some of the good results associated with the kinder-garten institutions, are already naturalized in our Primary Schools. The flexible adaptation of rules and methods to the needs of the pupils, is noteworthy in the lower grades of schools. Indeed, the terrible monotony and constraint which once made the school-room like the vestibule of a prison,

are now but ghostly memories, so varied and free is the ongoing of life in these places. If it be asked whether this pleasing result is not purchased at the sacrifice of substantial good in intellectual acquisitions, we confidently answer—No. The gain is without any corresponding loss.

The calls for agreeable and ever-vigorous, muscular exercise, and for new and cheerful diversions of the attention, are so frequent and so wisely interspersed in the school-room order, as to remove, we think, all ground for apprehension lest the health of the children suffer on this account.

We are not so sure but a well-founded charge lies against our Common School System, as it is sometimes reduced to practice, from the forcing, stimulating process, and from the amount of effort or storage required from immature minds. But we flatter ourselves from a somewhat intimate, prolonged and extensive acquaintance with the schools of our own town, that this evil is almost, if not altogether unknown here.

A feature we would especially mention as prevailing in some of the schools, and worthy of general adoption, is the self-criticism of the class. It is a powerful promoter of ambition and contributes greatly to fasten permanently in mind the lessons learned. Such a practice only needs to be carefully guarded lest it degenerate into a bitter rivalry, or foster sentiments of vain-glory on the one hand, and of dejection or indifference on the other.

School Committee.—S. B. FLAGG, EMORY W. LANE, LEWIS SMITH, GEO. HASTINGS, BENJ. WELLINGTON, J. W. WILLIS.

WATERTOWN.

The subject of the visitation of schools very naturally introduces a question which the town has already had under discussion, and upon which a report has been made by a special committee. That question is as to the propriety of employing a superintendent of Public Schools. The committee unanimously recommend that authority be given to create such an office, and to fill it as soon as a competent person can be found for it. The reason for this action can be stated very briefly. While the work of the committee-room can be performed with sufficient promptness and regularity, and while all the matters of outside business can receive such attention as they require, it is impossible for the committee, in the face of numerous business or professional engagements which imperatively claim their time, to faithfully discharge that most important duty of frequently visiting the schools. And they freely admit the extent

of their negligence in this thing during the past year. They believe that this description of their own situation will apply with equal force to that of any six men whom the town would be likely to elect as a school committee. The choice would probably fall upon those whose thoughts were fully pre-occupied with what would prevent them from giving to such official duties the close and constant attention which they demand.

Apart from the necessity now thought to exist for the services of a superintendent, much can be said of the advantages which would accrue from the labors of a man qualified to act in such capacity. By the very nature of his vocation he would be enabled to make frequent and regular visits of such duration as would allow him to ascertain exactly in what each school excelled, and in what it was deficient. By comparing the modes and results of teaching in different schools, he would extend the benefit of good ideas beyond the limits of the school in which he found them; and thus, by correcting the errors in the opinions and practice of teachers, he would give unity to our schools, and tend to equalize them upon the highest possible level of attainment. His frequent presence in the schools would cause the children to feel his vigilance, and arouse them to a new sense of responsibility. By his constant intercourse with the teachers in the school-rooms, and at their monthly meetings, he would give them a new interest in their profession; he would help to diffuse among them the latest and most advanced news upon the subject of education, and excite among them an *esprit de corps* which would essentially increase their efficiency. Finally, he would do for the schools very many little things which now escape notice and are neglected, and many things of larger magnitude which few committees can conveniently undertake.

In view of these things, there is no hesitation in saying that a good superintendent, with a committee that need not consist of more than three members, would be an agency much more efficient and satisfactory than the present one, for the administration of our school affairs.

School Committee.—A. HOSMER, *Chairman*, D. T. HUCKINS, *Secretary*, JOHN WEISS, JOSEPH CRAFTS, JOSHUA COOLIDGE, GEORGE K. SNOW.

WILMINGTON.

We are of the number who believe that by uniting the smaller contiguous neighborhoods, in one good graded school, though some may have farther to send, yet there is a vast and decided gain on the whole. A good school with a higher department, a little farther

off, is better than an inferior and shorter school just at one's door. It is better for the remote families. Their property will in a short time rise to a higher value. It is better for the growth and pecuniary standing of any town, where such schools are taking the place of the more numerous, but smaller and poorer schools and school-houses. Population will be much more likely to be drawn to a town where such things are done, or being done. Very many instances could be readily cited, where this growth in population and increase in the valuation of real estate has followed such improvements.

Let only a right public sentiment exist here on this subject; let there be a due estimation of the cause of education at large, and the influence which every single community exerts on the entire republic; let there be ever a keen, foresighted regard for the growth of the town and the higher value of real estate, not simply in one part of the town, but ultimately in the whole town, and we have no doubt the citizens will take such action, now and hereafter, as they will have no reason to regret.

Superintending Committee.—S. H. TOLMAN, S. CARTER, Jr.

WOBURN.

Evening School.—We also beg leave to call attention to the report of the superintendent upon the subject of an Evening School. From the facts therein presented, it is evident that such a school should be a permanent part of our system of public education. If there are among us persons beyond the school age, willing to learn, we cannot afford to deny them the privilege, and no part of the public money can be better expended than that which is devoted to this object. It is difficult to estimate and impossible to exaggerate the claims of such a school. It was for this reason that your committee assumed the responsibility of establishing an Evening School for persons above the age of fifteen, who could not avail themselves of other means for education. The success of this movement has exceeded our expectations, and rendered it no longer an experiment. It is clearly the duty and the interest of the town to provide ample accommodations for such a school during the long evenings of each year; and we now ask to be put in possession of the power and funds needed for the permanent establishment of this enterprise.

School Committee.—H. C. TOWNLEY, SAMUEL W. ABBOTT, JOHN CUMMINGS, JOSEPH G. POLLARD, JOHN JOHNSON, STEPHEN NICHOLS.

Training School.—In my first annual report, I predicted that the Training School which you had recently established, would

come to be an essential part of our school system. The prediction has been fulfilled. Careful observation convinces me that its importance in furnishing trained and consequently more efficient teachers, was not overestimated. It supplies a want that has been deeply and universally felt, and imparts to our school system a symmetry and completeness that it has never before possessed. It increases the permanency of teachers by taking away all inducements for entering the profession for a short time; for it is improbable, at least, that any one will offer her services for a year at so slight a compensation, unless she intends to continue in the work for a considerable period. It increases the percentage of successful teachers, and thereby saves much time and money that would otherwise be wasted through inexperience. And not only do these advantages result, but they are attended with an actual saving of expense. The annual cost of the four schools included in the Training School, is less than that of the same number of other schools of a similar grade. The advantages of such a school in furnishing trained substitutes to fill temporary vacancies, the facility which it affords for introducing new methods of teaching, its tendency to bring about a greater uniformity of discipline and instruction in all the schools, will readily suggest themselves to your minds. It is now nearly three years since this school was established. During that time eighteen young ladies have been graduated from it, fifteen of whom have been appointed to permanent situations in our schools. Three now await appointments at your hands. The establishing of this school is, in my judgment, the most important act of your administration, and it cannot but be gratifying to you to know that the success that has attended it, is already inciting others to imitate your example.

Examinations.—There is, in my judgment, a want of care and thoroughness in the examinations of our schools with a view to ascertain the qualifications of the pupils for advancement or promotion. They should be more frequent and more critical. This is true of all the grades from the Primary to the High. Justice to the individual pupil demands that his progress shall not be impeded by the indolence or indifference of his neighbor. Justice to the teacher who consecrates her whole heart and strength to her work, demands a proper recognition of her labors. Some plan should be devised by which these demands may be met, otherwise you take away from both teacher and pupil the strongest motives to exertion. The qualifications for advancement from one grade to another, or from one class to another in the same grade, should be determined by a careful examination, not of classes, but of indi-

viduals. This has already been done in the advancement of pupils from the Grammar to the High School, but it has not been done in the other grades, or even in the lower classes in the Grammar Schools, nor has it been continued after the pupil has once gained admission to the High School. So important a matter as this cannot be safely left to the teacher having the class in charge, for the judgment may be insensibly warped by her ambition to advance as large a proportion of her pupils as possible, feeling that her efficiency as a teacher will be determined largely by that standard. On the other hand, in order to insure the advancement of those whose success she thinks probable, she may concentrate her efforts upon them and neglect the less gifted, who will thereby be doomed to travel over the same ground a second and perhaps a third time. This is all wrong. Those who are less gifted by nature, or are less favored by circumstances, so far from being neglected, demand of the teacher the most careful and patient instruction. They deserve, too, from those who have the supervision of the schools the tenderest care and the exercise of the largest wisdom. It is this class of pupils that fail to obtain admission to the High School. I believe that a majority of those who have been rejected during the last three years, might have been saved from such a disappointment, had proper care been used in the earlier stages of their education.

I have stated that it would be unsafe to leave so important a matter to the judgment of the teacher having the class in charge. It would be equally unsafe to entrust it to the one into whose hands they are to pass. As the former would unconsciously overestimate the attainments of her pupils, so the latter with equal honesty would undervalue them, knowing that she in turn is to be responsible for their further advancement.

Nor is it safe to leave it to the individual opinions of sub-committees. That would probably lead to as many different standards of qualification as there are separate committees. Under such circumstances the transfer of pupils from one school to another of the same grade would be inconvenient or impossible. Nothing less than a uniform standard applicable to all the schools of the same grade, will suffice. The manner of conducting these examinations should also be uniform. Then they would be a real test of the attainments of the pupil and the efficiency of the teacher.

Probably there is no city or town in the United States in which the supervision of the schools is so thorough as in the city of New York. And this is particularly true with reference to the examinations. From the report of the superintendent of Public Schools in that city, I learn that the examinations are made without previous

notice, that they are confined exclusively to the studies that have been pursued during a given period, and that the average percentage of results is ascertained on that basis. "Should such average percentage fall below seventy-five, the result would be regarded, in the absence of sufficient explanation, as unsatisfactory; and whenever the records of the department show a repetition of such results for two or more successive examinations, it would be regarded, in accordance with the decision of the State superintendent, and the sanction of the board of education, as sufficient cause for the revocation of the certificates of qualification held by the teacher, on the ground of practical incompetency and inefficiency, or for the recommendation to the board of education of his or her removal. This is deemed due to the interests of the classes thus repeatedly suffered to fall far below the average standard attained by the schools of the city for a series of years past,—to the teachers into whose classes these pupils thus imperfectly trained are promoted,—to the character and standing of the school itself,—and to the best interests of education."

Rev. James Fraser, one of a board of commissioners appointed by the English government, to inquire into the Common School system of the United States and Canada, thus speaks on this point in his recent report to parliament: "In New York city the inspection and examination of schools is very thorough. Each class and each individual scholar in the class, was examined orally, marked and graded. I was present at some of these examinations. They evidently were regarded as serious matters, both by teachers and scholars; and I have no doubt they help to keep all parties concerned in them up to their work."

Such an examination of "each class and each individual scholar in the class," is just what is needed in our schools to-day. I am well aware that it would consume much time, but I am confident that the same time could not be spent with equal profit in any other way. We have had thirty-one schools in operation during the past year. Each one of these should be visited and carefully inspected once in two weeks. Unless I greatly mistake the spirit that animates our teachers, they would welcome a supervision as thorough as I have recommended. They feel, intuitively or otherwise, that their labors would thereby be made pleasanter to themselves and more useful to their pupils. They have often solicited a closer inspection of their work than it has been in my power to make. This subject is one of vital importance, and I commend it to your careful consideration.

Superintendent.—THOMAS EMERSON.

NANTUCKET COUNTY.

NANTUCKET.

Thoroughness.—We fully coincide with a remark of the Hon. Horace Mann, that, “Thoroughness is the secret of success.” We believe a thorough education is only attainable by slow and sure progress. We do not approve of overtaxing the mental strength of the young; neither do we consider the number of pages passed over any indication of superior scholarship. A reasonable amount, thoroughly mastered by the pupil, is of incalculable advantage to him; while a lesson, so long that the principle it embraces cannot be really comprehended, is of no practical use to him, and the time occupied in trying to solve it is mis-spent. But in our solicitude to adapt the task to the capacity of the student, special care should be exercised, that we do not reduce the lesson to so low a figure as to deprive him of the advancement that he really ought to make.

School Committee.—SAMUEL D. HOSMER, JOSEPH MARSHALL, ARTHUR E. JENKS, CHARLES E. ALLEN, THADDEUS C. DEFRIEZ, CHARLES P. SWAIN, REUBEN P. FOGLER, JOSEPH MITCHELL, 2d.

NORFOLK COUNTY.

BRAINTREE.

Can the child commence too soon, to learn the language correctly? The teacher of the Primary School, so far at the correct use of language is necessary, should be a living grammar, giving the pupil the art in every thought uttered in the school-room, and teaching the child first to observe. It is not enough for the pupil to commit to memory a long list of dry, abstract, meaningless rules, with their many exceptions, and, like an automaton, correctly recite them; but, he should be shown the use and necessity of these, by being required to write short sentences, or letters of his own composition.

Our churches are models for skilful architects, painted, varnished, and furnished with cushioned seats; and this is well, for the house of God should be comfortable and attractive; so, also, should the school-house be, for more of life is spent in the school-house than in the church, and this too at its most impressive period; and, placing the one by the other, let us consider their relative value in God's plan for developing the soul. We have often thought, if men went to school in place of children, school-houses would be very much improved. We sincerely hope that these relics of past generations may soon give place to more respectable, convenient and tasteful houses.

For the Committee.—ALVERDO MASON.

BROOKLINE.

To crown the work, for it is a portion of the same apparatus, a result, in part, of the same movement, we have a noble free library, and a building, worthy of it, almost ready for its reception. The use made of this library, for the last few years, by the children of the town, shows how great an assistance it is in the general educational scheme. The library is less than eleven years old, and already contains about 10,000 volumes, which number will be largely increased, by donations, as soon as it is moved into the fire-proof building. The number of books delivered during the past year is over 18,000, at least half of which, as we are assured by the librarian, have been taken out by pupils of our schools. The refining influence of these nine thousand books, taken and read by the young, many of whom would otherwise never see a book at home, can hardly be over-estimated.

Do we regret what all this has cost? Has it been outlay in vain? Is it even a doubtful pecuniary investment? We are sure these questions will be answered in the negative.

Have we then arrived at a point where we can sit down quietly, fold our hands, and congratulate ourselves? By no means. In the march of improvement, on which we have entered, who pauses is left behind.

We have only arrived at the point where, in good marching order, we can see the boundless plain which stretches before us. We should use every endeavor to keep the relative position we have gained, and count nothing extravagant which contributes, in any degree, to the improvement of our schools.

This brings us to that never-ending clog to all our exertions, truancy and irregularity of attendance.

There are few faults so injurious to the pupil or so discouraging to

the teacher as truancy. If parents of truant children are wise, they will do all in their power to aid the committee and teachers in their efforts to remove the evil. We have no wish to resort to the law, or to make the parent suffer for the fault of the child. His penalty, under the law of God, will be severe enough in the future, if the sin of the boy be not nipped in the bud. It is our intention that the truant officer's position be not merely a nominal one. We expect him to visit the schools where truancy prevails, once or twice a week, or every day, if necessary, to ascertain from the teachers who are suspected of being guilty, to inform the parents, search out, and, if possible, bring back to school the offenders; and we hereby call upon the parents of such children to coöperate with us fully and heartily. They should make every effort to reclaim these boys, if they would hereafter see them useful and respectable citizens.

We would say a few words in respect to irregularity of attendance. It is the custom with many to keep their children from school a quarter or half the time at certain busy seasons of the year. Sometimes they send them for an hour or two in the morning, but wish them dismissed perhaps just as their class is about to recite. These cases involve no moral delinquency, but such pupils are a positive injury to the school, however well-disposed or industrious they may be, and their irregularity is an injustice to the teacher. Such a course might not be attended with such injurious effects under the system formerly prevalent in some country towns, where there were half as many classes in school as there were pupils, and the scholars were never expected to advance beyond a certain point, because that point was the limit of the teacher's acquirements. But where as with us, there is a strict system of classification, these absentees learn little themselves and are a stumbling block to their fellows. If parents feel necessitated to keep their children from school a portion of the year, let them remove them for a time altogether; but when they rejoin the school, they should attend without interruption.

For the Committee.—F. W. PRESCOTT, JOHN RUGGLES.

CANTON.

It was said, at the closing examination of the High School, by a member of the school committee present, who having served in that capacity longer than any of his colleagues, and therefore could speak from authority, that there had been, in his opinion, "a steady improvement in nearly all of the schools, during the last three years." There can be no doubt of the correctness of his opinion. And this improvement has been the result, as he intimated, of the establishment of the

High School. The standard of instruction, while not technically higher in the Grammar Schools and Mixed Schools, has yet been virtually higher; for there has constantly been before the eyes of the pupils an object to be attained, which object could be attained only by regular attendance and study. We saw this last year and spoke of it in our report. We have noticed it all through the schools, during the year just closed.

For the Committee.—SAMUEL B. NOYES.

COHASSET.

The High School has been continued under the charge of Mr. William E. Buck, with Miss M. Anna Rich as assistant teacher. Near the close of the summer term of this school, a desire was expressed on the part of a large number of the scholars to have only one session a day. The scholars were requested to consult their parents on the subject, and when action was again taken on the matter, they were almost, if not quite, unanimous in their desire for one session. The teachers also thought it would be best for the school, although it would not diminish their labors. The reasons urged for it were, that it would relieve many, who came from a moderate distance, from the necessity of going home and returning in the middle of the day,—in very warm or stormy weather, some scholars often failed to return in the afternoon,—and it would relieve those who came from a greater distance from being obliged to remain in the school-rooms, or in the streets, for an hour and a half at noon. The committee wished to accommodate the scholars, and to make the school as agreeable and convenient to them as possible, especially to those living at a distance, and therefore assented to the arrangement. The change seemed to work satisfactorily, to receive the approval of the teachers and most of the scholars, and was accordingly continued through the fall and winter terms. The principal of the school says, that while the arrangement of having but one session a day is not more convenient to himself, nor does it lighten his work, he nevertheless believes it to be better for the school.

Singing has been practised in most of the schools; in some with great enthusiasm and success, adding much to the interest and pleasure of the scholars. It would be well if it could be taught in all our schools systematically as a part of the regular school education. It should especially be taught in the High School. An instrument is greatly needed in that school to aid in the culture and practise of this art. Gymnastic exercises have been introduced into the schools more generally than ever before, with excellent effect. They give pleasure

to the children, make the school seem more cheerful to them, and are of positive benefit, resting them when fatigued with trying to keep still in one position, and helping them to sit more quietly and comfortably. A great point is gained when the school-room can be made pleasant and attractive to children. They then become more attentive to their studies and to all the exercises in the school, and learn more rapidly as well as acquire a love for learning. Then in some of the schools general lessons and object lessons have sometimes been given, which always interest the children and quicken their minds.

School Committee.—JOSEPH OSGOOD, EDWARD TOWER, L. N. BATES.

DORCHESTER.

Another means of undermining the efficiency of schools and of weakening school discipline, is the singular opinion assiduously proclaimed by some persons, that the studying of lessons out of school is an evil and a hardship, that it ought not be required and even—as is sometimes asserted—that it ought to be forbidden. In support of such extreme views, we have been told of scholars whose health has been injured by excess of application to books. No doubt there have been such cases. But when it is considered how small the number is who are at all likely to be so injured, and how large is the proportion of scholars who without home influence and help will never duly secure the benefit of their school privileges, it will be seen that vast mischief is likely to arise from the injudicious theory above referred to. In the comparatively few cases of children whose fondness for study or whose ambition to excel would cause them to injure their health by too close application to books, the evil should early be discerned and stopped by watchful parents and judicious teachers.

The advantages of study at home are many. Generally the scholar may find there more quiet than in the school-room. It may be an advantage that he is for a time left to his own resources to solve or to understand the lesson. If help is needed and obtained, the explanation thus got comes as additional to that of the teacher, is quite likely to be more specially adapted to the child, whose mental peculiarities might be better understood by friends at home than by the teacher, and is almost sure to inspire increased interest in the scholar. It may be added, that by such means the benefit of the school would often be extended to other members of the family than those who attend it, and reciprocally the school would be a gainer by the increased interest awakened in those who thus contribute their efforts to assist the teachers. And again it will generally be found that if scholars have

formed the habit of studying only in the school-room, they will, on leaving school, give up study entirely, instead of continuing to improve themselves, as every well-wisher would desire them to do.

For the Committee.—JOHN J. MAY.

DOVER.

By a unanimous vote of the town of Dover the school districts were abolished March 1, 1869, and by an Act of the legislature the school district system is now abandoned through the Commonwealth. This is a step taken never to be retraced. We occupy a stand-point from which we should not look backward. This is a movement that points onward and upward. This action removes at once the complicated machinery of district boundaries and district committee and vests the whole care and responsibility in the school committee of the town. It also opens the way so far as it can be made practicable, of grading schools according to the various ages and attainments of the pupils. The graded system has long been tested as the most successful plan of promoting the cause of education.

This must appear obvious both in theory and practice so far as it can be obtained.

Take one hundred and thirty or forty pupils of Dover, place them in three distinct grades, and appoint three teachers adapted to the several positions, and they will have from a hundred to a hundred and fifty per cent. more time to each pupil, and will accomplish from one hundred to two hundred per cent. more than four teachers can possibly do for the same number of scholars in the present condition of Mixed Schools.

This advantage is seen in every stage of the course of education. In no instance is the evil of the mixed system greater than among the younger members of the school. Often the remark is made, "the smaller children receive but little attention." It is impossible to be otherwise where there are from twenty to thirty recitations in a day; between fifteen and twenty-five minutes is all that can be given to those between five and ten years of age; and as it cannot be expected that they should have the habit of study, the rest of the time is passed in a morbid state of mind, or they are to be constantly watched to keep them out of mischief. Hence many have a disrelish for school, and all have a limited preparation for advanced studies. This method is in direct violation of the physical and mental laws of the human system. It is as inconsistent as to attempt to put up a beautiful structure, only throwing together a few cobble stones for a foundation.

In a well arranged Primary School much of the time is occupied in

giving oral instructions, illustrated by maps, charts and objects, exercises on the board, and in concert, so as not to confine the child in one position more than twenty or thirty minutes. By these means, a general interest is created and the pupil is stimulated to become qualified to take a school of higher grade. But in a Mixed School, as a general thing, there is very little enthusiasm, and the pupil goes over a certain course of study to lose it in a measure during a long vacation; thus he alternates, rising and falling, until he becomes too old to continue the process, or goes out of town to obtain an education.

It may be said that the graded system is a very good theory, but cannot as a general thing be carried into practice. Though it may not be possible in every instance to reach the highest ideal view, yet there is scarcely any town or community that may not adopt a plan that shall in some measure approximate towards it.

Superintendent.—A. E. BATTELL.

FOXBOROUGH.

Many excellent young persons wish to make themselves useful in the business of teaching, but without a preliminary training which is essential to the highest success. It is not to be taken for granted that the desire to teach implies the ability. In this business as much as in any other, insight and skill gained by thorough discipline in preparatory Training Schools are of the utmost value. We do not say this by way of censuring the past. Nor would we unjustly "criticize those who are still toiling at this post of exhausting duty." But we call the attention of the town to the value of skilled workmen in this important department of labor, in which our children are to be fashioned for the duties of matured life.

Speaking generally we may say that the teachers and schools are as good as the people are willing to pay for. What better might be had for more money is a proposition easily demonstrated. This is a matter that ought to be considered. We cannot expect to carry on our schools as cheaply as we have done. In almost every other department of labor, wages are increased to meet the increased expenses of living. Why should teachers be excluded from the benefit of larger wages? It costs them more to qualify themselves for their business than it formerly did. At every college, academy and High School the price of board is nearly doubled. The same is true of other expenses. Why should they work for the same wages they received ten years ago? The same reasons that justify an increase of the pay of mechanics and farmers apply to the increase of teachers' pay. No class of persons deserves more respect and more generous support than

competent and faithful teachers. "When they cease to be honored in this land, from that day will be dated the decline and fall of this republic."

We are aware that the committee sometimes differ from parents in their estimate of a teacher's character and methods. Parents and committees as well as parents and teachers frequently misunderstand each other in consequence of looking at things from different positions. But we respectfully submit that the committee have means of knowing the teacher much better than the parents have, who seldom visit a school and know nothing of its administration and discipline. The committee examine and license the teacher. They visit her school. They examine her methods of proceeding. They criticize those methods, and have grounds for approval or censure. They ascertain her administrative ability, or her lack of it. Their observation of the school satisfies them as to her practical skill. They see her management of classes and her mode of imparting knowledge and calling out the faculties of her pupils. Their frequent visits enable them to see the school in its various moods, and to form a comparatively judicious estimate of its character. For these reasons they depend more on their own judgment than on the criticisms of persons, who do not visit the school, and who acquire their knowledge of it from parties not always capable of forming an impartial decision.

Nothing should be nearer to the hearts of this people than their Public Schools, in which most of their children have their only opportunity of literary culture. For nothing else should they more willingly make sacrifices. Although the education of circumstances has an important influence on character, yet the education that comes from books, and from the illustrations of a learned teacher, and from the discipline of a good school furnishes the power of useful activity to an unequalled extent. Nor should we admit the idea of finality. Our system is not yet perfect, at least in its administration. It is still on trial, and we must change our methods with new exigencies, in order to develop the highest ideas yet attained on the subject of popular instruction. By our liberal contributions, by our considerate sympathy with teachers, by our support of their authority, and by our frequent visits to the schools we may do much towards increasing their usefulness.

Chairman.—J. M. MERRICK.

FRANKLIN.

The establishment of a town High School, in accordance with the requisitions of the statutes, has proved a success—and we feel con-

fidant that those who have been represented in this school, through their children, will fully endorse our opinion on this point.

The terms, three in number, will commence on the first Monday in April, September and December, and continue twelve weeks. It is very desirable that pupils, after entering the High School, should attend as constantly as possible from term to term. With the system of classification we have adopted, those pupils who, from any cause, stay out a term, or leave school in the middle of a term, will, when reëntering the school, be obliged to enter a lower class. Those who are only pupils for a single term or two, the above rule will not affect; but to pupils who propose a thorough course of study, intending to remain long enough to receive the real benefits of a High School, this suggestion may be timely. We wish to make this a model school—one that shall commend itself to the confidence and generous support of our citizens—one of which their children may feel justly proud of having been members and graduates.

School Committee.—WALDO DANIELS, S. W. SQUIRE, GEORGE KING.

HYDE PARK.

When Hyde Park was incorporated, there were within what are now its limits eleven Public Schools; four of them were in the town of Dedham, five in Dorchester, and two in Milton. As each of these towns had its own system of instruction and government, no uniformity in these respects was to be expected. We received the schools as they were, and assumed their expense.

Condition of the Schools.—The first duty of the committee of Hyde Park was to ascertain the condition of these several schools, the various grades of scholars composing them, their accommodations, and how all the schools could be best harmonized in one system of instruction and gradation.

What has been Accomplished.—In reviewing the labors put forth and the results already secured, we find abundant occasion for congratulation. It is believed that the schools never ranked so high as they do now, though they are still far below what they should be. The new teachers who have been employed were selected from about 125 applicants. They had all given previously full proof of their ability and success as teachers in other towns, and give promise of equal success here.

But what has been already accomplished, though much, is only preparatory to what remains to be done. We have placed the standard of excellence for our schools high, and shall not be satisfied with anything short of a very near approximation to it. Hence the rapidity

with which the number of our scholars is increasing, necessitates wise and liberal arrangements for the future.

Your committee endeavored to secure the vaccination of all unvaccinated scholars, but, being thwarted in this endeavor, and feeling obliged to obey the State law, they finally passed an order to exclude from the schools on the 15th day of March, all scholars who should not on or before that day bring a physician's certificate certifying that they had been duly vaccinated.

Unlawful Employment of Children.—Complaints come to us that children are unlawfully employed in some of the manufactories in our town. In some instances it is urged as an excuse that if the children were compelled to leave the factory and attend school, the town must support the family. But we fail to see the wisdom or justice of depriving a child of an education in order to save the town the expense of aiding in the support of the family; and your committee find that they are fully sustained in their views by the statutes.

Damon School.—The Camp School, kept in the old chapel on the "Readville Camp Ground," was taught by Miss E. A. Marshall. This school was composed of primary and intermediate scholars, and contained Irish, Dutch, German, Swede, Indian, African, French, English, and American children. Some of these knew nothing about the English language. In spite of all these difficulties, Miss Marshall labored courageously with great tact, patience, perseverance, and discipline, and the school made commendable progress. Early in the winter this school was abandoned, and Miss Marshall was transferred to the primary department, where she now teaches with great success.

School Committee.—P. B. DAVIS, N. T. WHITAKER, W. H. COLLINS, W. H. S. VENTRES, A. WEBSTER, W. A. BULLARD.

MEDFIELD.

We have sometimes thought that parents supposed themselves possessed of sole right to dictate what studies, and according to what system of instruction those studies should be pursued by their children at school. But this would essentially preclude any proper classification of scholars, and any systematic succession of studies. Books wholly unsuited to the capacities and attainments of children, are, at their request, procured by parents, and serve only to gratify a foolish notion, that by attempting to use a book of more advanced character, scholars are themselves more advanced in standing and attainments. Such unsuitable books have been used, or abused, despite the disapproval and even prohibition of the committee. In short, it has sometimes seemed to us, that if the "let alone" policy were adopted by the

committee, and children were suffered to have their own way, without interference either of teacher or committee, parents would be best satisfied, and the condition of the schools be pronounced good; but good for what, except the indulgence and gratification of childish folly and presumption, we do not know.

Now that —— has left us to occupy a different position in life, we feel at liberty to speak freely of her preëminent ability and aptitude for the work of instructing and training young children. Her love of them, and desire for their welfare; her care and attention respecting their health, their morals and manners, as well as the development and culture of their intellectual faculties, inspired all who were familiar with her school with the utmost confidence and satisfaction. Her government always appeared to be, mainly, the effect of her personal influence, without any display of anger or impatience or physical force. Her untiring watchfulness observed any impropriety of deportment; and her gentleness, combined with resolution in correcting it, won affection, while it enforced obedience. Her attention to the morals of her charge was worthy of all praise. Many affecting admonitions, many lessons from the sacred volume, many choice selections of poetry and prose, of high moral tendency, were perfectly committed to memory by little children, and some of them repeated at the closing examination of each term, with great simplicity and propriety of manner. The value of such lessons cannot but appear in the future characters and lives of these children. The fruit of seed thus early and carefully sown, will be reaped hereafter. Parents have cause for thankfulness that their children were so instructed and cared for by one who realized the importance of the trust confided to her, and who so wisely and faithfully fulfilled that trust. The manner in which she trained her scholars to perform their exercises was particularly noticeable. Even the moments consumed in passing to and returning from the place of recitation, were regularly employed in familiarizing their minds with simple arithmetical calculations, or with some moral precept. So every exercise was made useful, and no moments were wasted.

The district system having been abolished, it becomes the duty of the town's committee to provide and contract with teachers. In discharging this duty, it will doubtless be their desire and endeavor to provide teachers possessing most suitable qualifications for the several positions they are to occupy. They will require a thorough comprehension of the art of teaching, and good judgment and skill in the practice of it; a precise knowledge of the various branches to be taught; vigor and activity of mental and physical powers; and, if possible, large experience in the instruction and training of children.

They will also seek for indications of high moral and religious character, the influence of which shall be at all times felt in the school, operating silently but efficiently, and leading to an unconscious imitation of the excellence, which is constantly held up to view.

But parents may and ought to coöperate with the committee, to effect these desirable and important ends. If a teacher of preëminent qualifications is known to them, they should inform the committee of the fact. And when a teacher has been obtained and has received a certificate of approbation, their aid will still be needed to give full efficiency to her labors. They should manifest a lively interest in the school which their children attend, by their frequent presence, to observe the instruction and encourage the endeavors of the teacher. They should impress on the minds of their children at home, a sense of the value and importance of the advantages afforded them; and enforce the duty of prompt obedience to the rules and requirements enjoined upon them at school. In short, it must still, as before, depend in a great measure upon the disposition and efforts of parents, what shall be the character and success of our schools. Let parents, then, resolutely determine that the attendance of their children at school shall be constant and punctual. In many cases, half the interest of children in any school, and more than half the benefit of good instruction, is lost to them by infrequent and unpunctual attendance. Let unwearied pains be taken at home to check all rudeness and vulgarity; to cultivate gentle manners, a pure taste, a manly and womanly style of speaking and acting; to reprove idleness, irreverence and disregard of truth. Let parents positively forbid the use of tobacco, as well as of intoxicating liquor; both of which are sure to work serious injury, to enfeeble the mental powers and deaden the sensibilities of the heart. Let them, as far as possible, keep their children from the school of the street, where the contagion of evil example spreads with certain effect, and the cover of darkness favors, while it conceals, a multitude of sins. Let that sound maxim of holy writ—the truth of which thousands will from their own experience, attest,—be remembered and heeded: “A child left to himself bringeth his mother to shame.” If these suggestions are of importance, and sanctioned by reason and truth, let parents give heed to them, and they shall have their reward.

Let it be impressed upon the youthful mind that knowledge is the surest foundation of civil liberty and political prosperity. To the discernment of educated minds, in a past age, are we indebted for the elucidation, defence and maintenance of our civil rights; and upon the perfect enjoyment of these rights must ever rest all political prosperity and all national honor and happiness. Only in the intelligence

and virtue of the people is there any ground for confidence in the future maintenance of those rights; and especially of the right of religious freedom, which is dearest to every intelligent mind and upright conscience. An enlightened people cannot long be an enslaved people; and only an enlightened people is capable of being a free people. Knowledge and liberty go hand in hand.

But still another and higher benefit does knowledge confer, by its close connection with human virtue and piety. Let children, then, be taught that an enlightened mind is the glory of our nature; the fountain of virtue; the seat of all domestic, social and benevolent affections; the source of true happiness in the world, and the germ of a blessed immortality. Without it, health, beauty, riches and all worldly distinctions are of no substantial worth. Let us, then, supply the young with the best possible means of acquiring knowledge, and the best education we can provide. We shall then furnish them with one of the most effectual securities against vice, and powerful incentives to virtue. The animal nature and its powers must soon decay. The mind and its treasures of wisdom and virtue are eternal.

For the Committee.—CHAS. C. SEWALL.

MEDWAY.

High School.—As the school has been moved year by year from one part of the town to another, there has been a tendency to lower its standard by the admission of pupils not qualified to enter it. This was allowed to some extent, at first, for the purpose of giving to each part of the town in its turn the privilege of sending to school as many scholars as could be accommodated with seats. The idea seemed to prevail among the parents that it would be a great favor for a child to attend the High School, even though he was not prepared to enter it. Thus the size of the school-room rather than the qualifications of the applicants has been allowed to determine the number of scholars. But it has become more and more evident that this policy interferes with the welfare both of the High and of the Grammar School. Some parents have thus been disappointed because their children could not attend the High School; but in no case has a pupil been debarred from its privileges whose attainments entitled him to a place in it. It is evident that there must be some fixed qualifications for entering the school, and that these qualifications must be above the grade of the Grammar School.

Plainly such a school is not the place for scholars who have scarcely begun written arithmetic, and who know little or nothing of grammar. It is really no favor to a pupil to admit him to the High School if he

does not belong there, and if there is a good Grammar School at hand. The best way to make both schools most efficient is not to allow them to encroach upon each other, but to keep them distinct, and to place each exactly in its proper rank.

Special attention has been given to reading. The main purpose of reading and speaking is to communicate thought. The most important point in reading, therefore, is a distinct and correct enunciation, without which it is impossible to be rightly and clearly understood. In many schools it is often impossible, during recitations, and even during reading exercises, to understand what the pupil is saying. Your committee have labored to remedy this defect. In some of the schools great improvement has been made. The remedy consists in daily exercises in vocal gymnastics. The careful articulation of the elementary sounds, if practised with due frequency, and continued long enough to render accuracy habitual, will secure a distinct and appropriate enunciation in all exercises of public reading and speaking. To attain this result it is necessary to institute preparatory exercises for training the voice and invigorating the organs of speech. Such exercises have accordingly been instituted in all the Public Schools during the past year, and have resulted in great benefit to the pupils.

School Committee.—J. ROBERTS, S. BROOKS, H. W. BROWNE.

MILTON.

Transportation for Scholars.—A law has recently been passed by our State legislature, authorizing the school committee, at their discretion, to furnish transportation to scholars to and from school, to be paid for out of a special appropriation to be made for the purpose by the town. We think the value of this excellent provision will be plainly apparent in the improved attendance of scholars, as well as in the diminution of the number of cases of sickness among them caused by exposure in stormy weather.

Selection of Teachers.—It has been the aim of the committee to supply vacancies which have occurred during the past year by the appointment of graduates of Normal Schools.

That the profession of teaching is one which requires special and careful training and preparation seems to us to admit of no doubt, and the Normal Schools established in this State have of late years contributed largely to the improvement which is generally admitted to be apparent throughout our educational system. The representatives from those schools whose services we have been enabled to secure have done credit to the instruction and training they there received,

by their careful and economical arrangement of the exercises of their several schools, their ability to present subjects of study in an attractive manner, and by a variety of novel and instructive exercises with which they relieve the monotony of the school session.

School Committee.—ELIJAH TUCKER, EDWARD J. KENDALL, SAMUEL BABCOCK, JASON THAYER, HENRY S. RUSSELL, ROBERT H. BUCK.

NEEDHAM.

A word as to the appropriate function of the High School.

Some have held the opinion, that from the nature of the case, such a school should be very select, separated from the mass of our children,—a favored company of recluses, occupying some solitary retreat. This might be a gain in one direction, but it would be a greater loss in another. A select few might thereby receive a special benefit, but the compensating influences which such a body of highly educated pupils ought to give back to the less favored, would be in a great measure wasted.

Now, in order to utilize these schools to the fullest extent, it is requisite that they should preserve a popular character. The standard of admittance should be placed at such a point as to insure the attendance of a considerable number. Let the example of the advanced classes be held up to the view of those that follow. Make no walls of separation, to shut out these quickening influences. Your children may at least demand of you what Diogenes demanded of Alexander the Great—that you stand out of their light.

It by no means follows from this, that the standard of the High Schools should be a low one. Let the standard, both for admission and for graduating, be high as possible. But in this way it can best be elevated, by utilizing the whole educational forces, so that all the schools may rise together.

Chairman.—WM. B. GREENE.

QUINCY.

Primary Schools.—Continued attention has been given to the subject of our Primary Schools, of which we have thirteen at present. We are more fully convinced that too much care and attention cannot be given to the selection of teachers for this important position. It is here that children, with no habits of thought and study, with all the variations of talent, temperament and disposition, fresh from every shade of home-culture and influence, from domestic restraint,

freedom or license, some wild, wayward and restless, some giddy and reckless, and others staid and mature beyond their years, with little or no knowledge of what is right or wrong save such as they have learned from the narrow circle of their village homes, or from the dangerous influences of the street, are thrown together under the charge of one teacher, and that teacher is expected to bring order and system out of those chaotic and discordant elements, stimulating where persuasion is necessary, checking where restraint is required, and forcing where force only will avail.

Is it a matter of wonder that among the number annually employed in this most difficult position, some should fail to reach that standard requisite to complete success? We consider it rather a matter of surprise that so few entirely fail, and so many are even tolerably successful.

It can but be conceded that this grade of schools, forming the basis of popular education, where habits of thought and study are, or should be, formed by the young; habits that for good or evil will cling to them through life (and, if for evil, will blemish all their after course,) should receive our most earnest care and consideration; especially in schools graded like ours, where each has its specific portion of work to perform, and if not accomplished there, then never done, and where, if poorly done, it will remain defective, almost beyond the hope of correction. Can a committee, realizing the weighty responsibility that rests upon them, as legal guardians of these schools, and responsible for their success or failure, both to the present and the future, be justly censured if they shall require their candidates to bring energy, ability, and experience of their work, when such qualities are obtainable? New applicants often say, "I should not dare to try anything but a Primary School." They had better say, "I dare try anything but a Primary School."

In everything but pure muscular force, the Primary Department requires the rarest combination of qualities that go to make up a model teacher. Gentleness blended with firmness, and tempered with judgment, energy and enthusiasm, combined with, and regulated by, moderation and prudence,—these and all the cardinal virtues are needful for this position.

Any method of teaching by which the topic taught can be made interesting and practical, rather than abstract, should receive consideration at the hands of our teachers. This means "object teaching," and the making a few central ideas the child's own, around which it shall be a pleasure to him to cluster associated thoughts. Greater freedom from text-books on the part of some of the teachers is, perhaps, desirable. Thoughts and not words, substance instead of

form, the real thing itself and not its name, are what we would have so incorporated into the mind of the child that it actually becomes a part of it by adoption.

School Committee.—E. GRANVILLE PRATT, *Chairman*; HENRY BARKER, *Secretary*; WILLIAM S. MORTON, H. FARNAM SMITH, NOAH CUMMINGS.

RANDOLPH.

We would respectfully recommend to the town that in the appropriation to the Stetson High School, it be sufficient, and on condition that there be appointed by the trustees, the school committee concurring, an assistant teacher, to instruct pupils in that school who wish, or intend, to become teachers, in the art of teaching the branches usually pursued in Primary and Intermediate Schools, in a more simple and effective manner; that is, the more nearly connected with the senses,—object teaching, as it is sometimes called,—and thus avoid the stultifying process of simply memorizing that yet prevails to some extent. We believe this course would be beneficial, and very satisfactory if once tried; and if successful, teachers would come to the work with some idea of the art of communicating knowledge, which differs widely from simply knowing; and we might not be subjected to the loss of a year from our children's lives for them to learn upon. The habit prevails, which we feel to be wrong, of employing inexperienced teachers in our Primary Schools. Would a gardener appoint a novice (with no practical knowledge of the use of tools, or how to apply the earth to promote the growth of vegetable life) to a place occupied with the youngest and tenderest plants? Certainly not, and yet this is the way we proceed in regard to the appointment of teachers and the providing of schools, and the probable reason of its apparent success is that the little sufferers do not know how to complain.

School Committee.—THOMAS WEST, ELISHA MANN, Jr.

SHARON.

Under the old regime if a teacher was employed who failed to give satisfaction, a remedy was afforded in the minds of many by changing the prudential committee at the annual spring election. Now we suggest a more feasible method. Visit the school, learn from the teacher the true cause of trouble, or dissatisfaction, should any arise. Converse freely, yet kindly, upon the subject of dispute. Compare notes with the committee, who will ever be glad to listen to any suggestions, and conscientiously apply the remedy if needed. Do all this before you even lisp a word in another's ear. Visits of friends at the

school-room should not be like angels', few and far between, but should be those of co-laborers.

It also seems but just that all the schools in town should have an equal amount of instruction. This has not been the case. Should not a scholar in the north part of the town be permitted to enjoy equal privileges with one at the south? There is but one reply to the question. We hope that this can be secured. Each school should be sustained nine months during the year, and although the matter of appropriation has already been referred to, yet we can but urge in conclusion that the wants of our schools just mentioned, will be borne in mind when the sum for support of schools is voted by the citizens of the town. If this is obtained we can see how the abolition of the district system will prove a blessing to all connected with our schools.

For the Committee.—SANFORD WATERS BILLINGS, *Secretary.*

STOUGHTON.

If we engage a person to labor for us upon the farm, or in the workshop, we consider it necessary to maintain a careful supervision of his work, that we may know whether he is faithful to his trust. Not so, however, in this vastly greater matter of the mental training and culture of our children. We employ persons to take charge of these momentous affairs, but never display any interest in them ourselves, by so much as an occasional visit to the scene of their labors. Hence our opinion in regard to the merits or demerits of the teacher, is formed entirely from the reports of the pupils—a very untrustworthy and one-sided source of information. Then, too, in many cases, we censure the teachers in the presence of their scholars, in a way that can but incite their disrespect. Thus dissatisfaction is fostered, and sometimes created; the school becomes disorderly, and even rebellious; and the worst obstacles are thrown in the way of the teacher's success. It is hard enough to require and obtain the implicit obedience of forty or more pupils of both sexes, where there is an assurance of the good-will and coöperation of the parents; but when the influence of the parents is used against the discipline of the school, the task will usually be impossible and hopeless.

We most devoutly wish that there might be organized, in every district in town, a thorough system of school visitations; by which no school would be allowed to be in session one week, without receiving one or more visits from some interested person or persons. We doubt if any are aware of the inestimable advantages which such an arrangement would prove to the school. If the teacher is earnest and enthusiastic, what an encouragement it would be to feel that there is

a corresponding interest on the part of the parents! On the other hand, if the teacher is wanting in these respects, if remiss in duty or neglectful of responsibility, what greater spur could there be to increased usefulness and fidelity! The fact that those from whom the important trust to teach has been received, are looking on with jealous interest, would prove an unfailing stimulant to both teacher and scholars. The latter, especially, would find a new zeal in learning, and a new incentive to excellence in their studies. Nor should we hear so often from the teachers, the complaint that their pupils see visitors so seldom, that they are disconcerted by their presence, and hence fail to do themselves justice in recitations.

Only by half-day visits to a school-room can one have anything like a proper appreciation of the arduous nature of the duties which devolve upon those who, to a greater extent than any others, perhaps, are charged with the work of developing the mental faculties of the young. And we are disposed to believe that a person, no matter how prone he may have been to find fault with the shortcomings of teachers, returning from such a visit will find in his heart an enlarged feeling of charity for this patient, though too often neglected, band of workers.

School Committee.—FRANCIS CAPEN, THOMAS WILSON, SILAS S. GIFFORD.

WALPOLE.

Visiting.—We feel more and more the need of a superintendent of schools, who shall be able to devote more time to them than business and professional men are able to do.

The professional duties of the members of the committee have the first claim upon their time and strength, and they have felt disappointed that they have not been able to visit the schools as often as their good requires, and the inclinations of the committee suggested.

There is a supplementary visitation of schools of which we would speak.

No persons are or should feel more interested in the character and success of our schools than the parents. They should aim to be acquainted with the teacher, her methods of instruction and discipline and then give such a hearty coöperation that the child may feel the authority and character of the teacher is respected and seconded at home. Their ear is not open to every whim and complaint of a child who is fretted because he cannot have his own way, or because he has been subjected to needed and wholesome discipline. If parents visit our school, their observation will furnish them the best evidence of

the child's behavior in school, and the teacher's efforts to do her duty. The teacher should be made to feel by the parents that she has their sympathy.

Physical Exercise.—We have noticed the school-stoop among some of the scholars in our schools. The contraction of the chest, round shoulders and other bad physical habits detrimental to the health of children are found often in school, where there is long confinement to seats and desks. It is necessary that this be obviated. The recess and intermission are not sufficient—we have therefore commended and encouraged the elementary physical exercises now so common in many schools.

In some of our schools these exercises have been taught with evident good effect upon the scholars. The change from the sitting posture is always hailed with delight by the scholar. It is a rest from study, and a preparation for study.

Especially does it act as a relief to those little ones in our Primary Schools, who find it so difficult to preserve order, in repressing the play of childish sports in school hours. Breaking the monotony of the regular exercises, infusing new life, it forms an attractive feature to school, and surrounds the word with pleasing associations, which take away something from the idea of task, which finds early lodgement in the minds of the young.

With the facilities which manuals furnish us, we hope we shall have this branch of instruction taught in all our schools during the coming year.

Object Teaching.—"To acquire knowledge, or discover truth," says Dugald Stewart, "is the proper object of curiosity." Children will not learn until you can stimulate them to inquisitiveness. Knowledge is the result of search, not of mere reception. The mind is not a mere reservoir, if so, teaching would be the method of pouring in. Teaching is leading and inciting the mind to exert itself. This mind is enlarged, informed as obedient to the law of its own nature it seeks. The findings are the result of intellectual effort.

The teacher's occupation is to cultivate a thirst for knowledge and lead the mind in the right paths of search. Education is learning to think. Any method which can assist thought should be regarded.

We have relied too exclusively upon books and too little upon the original method of instruction, object teaching, which is the best assistant books can have. It attracts the attention, awakens curiosity, and then the book is resorted to, not as a task-master, but as a friend.

There is much in the ordinary and common which every child

should learn, and out of this rich ingathering of knowledge he can say in after-time,

“The common things of sky and earth,
And hill and valley, he has viewed;
And impulses of deeper birth,
Have come to him in solitude.
From common things, that round us lie,
Some random truths he can impart;
The harvest of a quiet eye,
That sleeps and broods on its own heart.”

School Committee.—EDW. G. THURBER, EBEN STONE, W. B. SMITH.

WEST ROXBURY.

Truancy.—This continues to be an exceedingly perplexing matter in several of our schools, notwithstanding the strenuous efforts that are made to break it up. In not a few of the worst cases the fault of it has rested largely with parents, who, while professing to be anxious for their children's attendance at school, have been known to connive at their truancy, and to shield them from the officers. If parents would only coöperate with the teachers, instead of taking the part of the children against them in this matter, the evil would, to say the least, be greatly reduced. It is hoped that the by-laws adopted by the town at its last meeting will be rigidly enforced for the future; but we do not look for a radical cure of the evil, till parents take a decided stand in the matter, and use their best endeavors to keep their children in school. So long as they retain them at home for trivial causes, and by their own act train them in habits of irregularity of attendance, so long will the habit of truancy be fostered and perpetuated. We beg parents, for the sake of their children, to look well to this matter, and not to put themselves in the attitude of resistance to the teachers or truant officers, as they attempt to enforce attendance on school.

Evening School.—An adult evening school was opened in Village Hall early in October, and has been continued on Wednesday and Friday evenings of each week to the present time. The whole number of persons who have attended is one hundred and twenty-five. Of these, eighty-four were males and forty-one females. Many of those who attended last winter have been members of the present school and have made good progress in the common English branches. A pleasant relation has existed at all times between the teachers and scholars.

An Evening School was also opened in the Canterbury district, early

in November, and was in session on Tuesday and Thursday evenings during the winter months. The whole number of recorded scholars was forty-six, of whom forty were males and six females, varying in age from fifteen to fifty-six. The studies pursued were reading, writing, arithmetic, and book-keeping by single entry.

Those who attended regularly made good progress in their studies. It is doubtful whether there are any schools in town where there has been manifested a greater desire to improve than in these Evening Schools. Those who have availed themselves of them have been persons of limited advantages, and therefore they have the more highly valued the opportunity of acquiring knowledge. It is earnestly recommended that the advantages thus extended to a worthy class of our community be continued for the year to come.

School Committee.—A. J. GORDON, *Chairman*, D. S. SMALLEY, *Secretary*, JAMES W. ROLLINS, JOHN W. MCKIM, JOSEPH STEDMAN, L. A. TOLMAN, BENJ. F. CUTTER, BENJ. W. PUTNAM, ELIAS T. BOWTHORPE.

WEYMOUTH.

Non-Attendance.—As citizens of Massachusetts, we are proud of our system of Public Schools, the characteristic feature of which, its crowning glory is, that it furnishes the means of education to all classes, to the children of its most honored citizen, its wealthiest men, and those living in comparative obscurity and destitution—all alike sharing the ennobling and elevating influences of mental culture. This is based on the supposition that those who bear the burdens of government, who shoulder the musket in its defence, have a *bona fide* claim for its favors, that, in the language of the wise law-giver of ancient times, “the children are less the property of their parents than the State.” It is also a well-established principle that “prevention is better and easier than cure.” These children will be educated somewhere—in the school-room, in well-ordered and virtuous families—or in the streets, in the dram-shops and similar places of resort. They will be taught in the school-room, cherished and sustained by the fostering care of the State, intellectually fed from the public treasury, or sustained and restrained in the various places of confinement and punishment, at a far greater expenditure than in our Common Schools. The State assumes the attitude of self-defence, demanding that all of her sons and daughters shall be placed in our schools, and there receive instruction, mental and moral, intended not only to call into activity the more ennobling intellectual faculties, increasing mental and moral powers, but to bring the lower nature into subjection to the higher. This it has a right to do as the guard-

ian of society. Accordingly it enacts restraining laws, affixes penalties, appoints truant officers, etc., on the supposition that there is an intimate relation between the education of the masses and public morals. As a general principle, the educated are enterprising and self-supporting, while the ignorant descend to their level in the almshouse, the prison, and similar institutions, most of which have been established as a consequence of defective early education.

Again, society suffers, not only from the absence of the productivity of its ignorant citizens, but from their influence over others, by the power of example, while truants and absentees necessarily restrain others from enjoying the advantages of free school by a like power of example, thus abridging the rights of their associates, creating a dislike for school labors and disciplinary restraints. The attention of the board is therefore directed to the fact, that there is a lamentable irregularity of attendance, and worse, that there are many who seldom or never attend our schools. The whole number of children between the ages of five and fifteen years, as returned to the board of assessors, May 1, 1868, was 1,868, while the number in our Public Schools was 1,688, with 65 attending Private Schools. It is a matter of the utmost importance to know where the remaining 115 children are, and what are the influences to which they are subjected. As the guardians of the young, the board has a right to know why these children are not in our schools. It is believed that they are detained, a part or all of the time, either from the absence of interest in them, or from an inability of their parents to compel attendance. Practically it matters but little which. If kept from school that they may be a source of gain, it is bad economy, since the accumulation of one dollar in this manner necessitates the loss of a larger sum in the future. It is evident that far too many in our midst are thus deprived of their rights as prospective citizens, whose education is being obtained at the street corners and in still worst places, exposed to temptation, who are in danger of becoming adepts in every species of crime. Ignorance is allied to crime; and as the statistics of our penitentiaries show, "criminal manhood is neglected childhood." Such neglect virtually frustrates, in some measure, the great object of our system—the education of the masses. The tax-payers and those who have property to be protected, may well demand as a correlative right, that the universality of the application of our system of schools and the comprehensiveness of its provisions should not be annulled by such flagrant neglect or culpable indifference. While our laws demand that the parent shall give to his child the opportunity for mental improvement, shall educate him somewhere, in the Public Schools or by private instruction, it becomes the manifest duty, the

imperative duty, of the guardians of the young to see that this requirement is complied with faithfully. The demand of the State in this regard is imperative, and while the parent has the right to elect where his child shall be educated, whether in a Public or Private School, he has no right to elect between ignorance and education.

A Definite Plan of Labor.—Success in the mechanic arts is largely dependent upon “division of labor” and a proper adjustment of means to an end, combined with perseverance and industry. Success is achieved, created, and not the result of caprice or accident. The principles that underlie the triumphs of skill over matter apply with equal force in the domain of mind—in the development of mental power. If an edifice cannot be erected without an adequate foundation and definite plans and adjustments, neither can the mind become harmoniously developed without similar system and forethought. It is not enough to furnish houses, procure teachers, and prescribe textbooks, and then allow each teacher to follow the course suggested by early training. The evils of such a course would ordinarily be greatest where the change of teachers is most frequent. It is necessary, in addition to these preliminary arrangements, that the board, like a general of the army, should survey the whole field, devise measures, suggest improvements, establish the general programme, and in some manner secure a well-defined system, securing uniformity in all of the schools—an adaptation of each grade to its relative position, each of these being as thoroughly adjusted to each other and mutually dependent as the different parts of a machine are—each contributing to the aggregate perfection. The dependence of the different grades of our schools each upon the other, is as direct and necessary as the completeness of the chain upon its individual links. The higher grades, for example, are constituted from the lower, the pupils coming from different sections—often too heterogeneous to become assimilated, to constitute one and the same class. If different methods are employed in these different localities, it is apparent and inevitable that dissimilarity of attainment will exist, that much time and effort will be demanded to secure homogeneousness. As much as we may respect the ability of teachers, it is folly to expect the highest success without uniformity of effort, an all-prevailing system, united labor in the same direction. It seems desirable, therefore, to adopt the most thorough system, marking out the course in each grade, defining the duties, determining the amount of labor to be performed in a given period, that teachers and scholars may definitely know what is expected and required. The board should determine not only the work to be done in a given time, but should see that it is done in that time. With such a method, pupils may be transferred from grade to

grade or from the schools of one locality to those of another without confusion or loss of time. That such uniformity of labor is practicable will not admit of a reasonable doubt.

In the past, there has been a diversity in the methods of instruction and variety of text-books. To remove these evils has been the object sought. It has never been the design of the present superintendent to make or suggest abrupt or material changes, believing that the general system under which our schools have been conducted was a good one. It is true, however, that while the march of mind and of improvement is onward, the time arrives in which it seems necessary to "reconstruct" our school system, adapting existing methods to the existing features of a progressive age, refining and casting off such dross, as experience and observation, or a new or modified order of things may suggest, as the inventor modifies his machine, when he sees that circumstances demand such a change or improvement, avoiding the two extremes of adopting the new because it is new, or adhering to the old because of its antiquity. Creation is one thing, and development quite another—both necessary. What has been too general needs to be made more definite and imperative, more practical, to meet present necessities. To meet the wants of a living present, onward steps are demanded; the maturity, not the childhood, of a prevailing method—growth.

Superintendent.—FRANCIS M. DODGE.

PLYMOUTH COUNTY.

ABINGTON.

A good school is a State in miniature, whose citizens, loving law, order, virtue, and exhibiting in all their ways habits of industry and judicious economy, are willing to be governed by the wise legislation of those upon whom authority is bestowed. A school so constituted, from whose midst confusion has been banished, is prepared to go onward in the highway of success under the guidance of an intelligent teacher.

Just school government consists in preventing rather than punishing crime. The mind and heart of the pupil should be influenced by true principles, and feelings free from guile. That system of government which has no other claim for excellence than that it overawes

the pupils by displays of physical force and threats of vindictive chastisement, fails to call forth even our partial approval. Pupils should be led by the persuasive influence of a kind heart; they should behold in their teacher an example of self-control; they should read upon his brow no language of savage rebuke, and should witness no evidence of an ungovernable temper that seeks its gratification in acts of gross brutality. Study the nature of the child; learn if you can his habits, what his former treatment has been, and, more particularly, what his home influences are, for these all have, in a measure, made him what he is. Having ascertained these facts, you are better prepared to govern him wisely than you otherwise could possibly be. The interest you manifest in his welfare may awaken within him noble desires to do manly acts which will entirely change his course in life. There is nothing that the pupil needs more than the sympathy of his teacher. It will lead him to avoid evil ways by pointing out the better course. It will dispel the gloomy forebodings that too often oppress the pupil's heart, and fling the pure rays of hope across his path, that will grow brighter as each day's experience is realized. Many noble youths have been rescued from a life of wickedness by the counsels of an affectionate teacher. Stubborn wills and hardened hearts have yielded to such influences, and from the truthful lips of their kind instructor many have caught words of hope never to be forgotten.

In some schools, however, perverse scholars are found who cannot be governed by moral suasion. They are wilfully disobedient, and hardened, it may be, by the evil deeds of years. What course shall the teacher pursue with this class? Must these turbulent spirits be permitted to bring discord into the school and contempt upon the teacher? Certainly not. If no other means will restore order and maintain authority, then, as a last resort, let corporal punishment be inflicted.

It is eminently proper that lawless pupils should suffer the penalty attached to a violation of the rules of a well-regulated school. Such punishment, if judiciously administered, may have a salutary influence upon the school.

Furthermore, we believe it to be far better to control the wayward child, if it is in the power of the teacher to do so, than to send him into the streets to join with evil companions in deeds of greater wickedness. Pupils have been thus reformed, and, in later years, with hearts full of gratitude, have bestowed their blessing upon a faithful teacher who, in an hour of severe trial, dispassionately discharged his duty. We invest teachers with authority to govern the refractory and ask them to use that authority impartially and wisely.

Our Primary Schools hold an important place in our educational

system. In these schools the first principles of an education are taught; here the most skilful training is required. The young mind, so susceptible of impressions, may here be imbued with a desire for learning, or get a distaste for it which will be apparent during its subsequent course of study. The idea so generally entertained, that any person of fair attainments, though young and inexperienced, can teach a Primary School, is assuredly a mistaken one. They need the best teachers, those of extensive acquirements, who possess great skill in planning and rare tact in managing, who have the ability to awaken the enthusiasm of the young, in recreation and study. The teacher of a Primary School should love her little charge, and should win their affections, that she may call forth their energies and give them the right direction.

Little children must be amused as well as instructed. They love change and require it; hence all the exercises in which they take part should be brief, and conducted with great animation. Singing, and the simple forms of gymnastics, aid in relieving the monotony too common in schools of this grade. The methods of instruction in Primary Schools demand consideration. That system is the best which is nearest in harmony with the order of nature. Children learn the most rapidly by having the real objects about which they are studying placed before them, that they may see them with their own eyes and take them in their hands, and thus, by the cultivation of their perceptive powers, lead the way to a higher and broader range of investigation. Teachers should associate with the lessons in reading, spelling and other elementary studies, such general exercises as will secure the eager attention of their classes. A thousand objects surround us, whose history would be of great interest and value to them.

School Committee.—JAMES H. GLEASON, FRANKLIN POOLE, BENJ. F. HASTINGS.

BRIDGEWATER.

The town cannot afford to abolish the High School. Should they decide to build a High School-house, it will require an appropriation of not less than \$5,000. The expenses of the High School during the past year has been not far from sixteen hundred dollars, exclusive of fuel and care of house. The average attendance of pupils has been forty-two; thus showing that the yearly tuition of each pupil has amounted to more than forty dollars.

Should all the High School scholars be sent to the academy, paying the present price of tuition, it would cost the town no more than it has during the past year. In this connection it must be remembered that the grade of examination for admission to the High School has been

very low, compared with that adopted by other towns. The reason why this is so, is simply because the Grammar and Intermediate Schools are not graded sufficiently high, and the committee were compelled to lower the standard of the examination, in order to start and keep alive the High School. Should the standard of examination be raised to the ordinary grade, not more than one-half of the scholars now attending the High School could be admitted to the High School course. After no little thought, your committee suppose that not more than twenty pupils will be found qualified to take the High School course, including those now attending the academy. If the town could make some arrangement with the trustees of the academy, by paying the tuition of all pupils who pass a satisfactory examination for a High School course, as recommended, it would cost the town, at least five hundred dollars less than during the past year, if our estimate of the number of pupils is correct, besides the cost of fuel and care of house. It is proper to state that the plan has been successfully tried, and is in successful operation in several towns in this State, and there is no doubt but that this arrangement will meet all the requirements of the law.

Having stated in plain terms some of the advantages to be gained by this disposal of the High School, it is proper that some of the objections also be presented. A course of study has been prescribed for scholars attending the High School, as well as certain text-books, and it will be necessary for the committee and trustees to agree what text-books shall be used, and what course of study pursued. But there are many other objections more serious. Suppose two scholars, who have for the last year attended the High School, be examined; one of them is found amply qualified to enter the High School; the other does not pass the examination; the parents of the latter send the pupil to the academy, paying his tuition. The principal of the academy has no right to refuse him admittance, and he may be placed in the same classes with the successful candidate. It is easy to see, if these cases were multiplied, as they most undoubtedly will be, that the successful candidates for admission to the High School must be kept back by those who were not admitted by the committee.

School Committee.—PHILANDER LEACH, JOHN A. LOTHROP, E. H. KEITH.

DUXBURY.

Now, the impression seems to be, that it is only necessary to vote a good sum of money to sustain schools, or move the old school-house, and that the education will come as a matter of course. Parents do not (with exceptions of course,) see to it that their children attend

school as they should do, but rather indulge them in their natural desire for amusement, fearing perhaps, that they may overtax their active brains.

We think that the five or six school hours per day for five days in the week, and no study outside, and very little severe application in the school-house will never injure their constitutions, or advance them to the front rank in life.

Parents should first lay the foundation, by forming habits in their children of close attention to study, and, in after years with the assistance of the capable teachers we now have, a child will gain a good education, even in our Public Schools. We are induced to make these remarks, partly from noticing so many marks on our school registers, for absence; in most cases probably, with no good reason.

School Committee.—J. S. LORING, JONA. S. FORD, J. P. BRADLEY.

HANOVER.

A correct moral sentiment, such as the "word of inspiration" teaches, must be infused into the popular mind; and then the foundation, on which rests the beautiful structure of our country's freedom, will have the element of an immortal life. Virtue is indispensable to the prosperity and happiness of any people, or to the permanency of their institutions; and knowledge is indispensable to the existence of virtue. Men must know the relations they sustain to each other, and to the Supreme Ruler, and the manner in which these relations are to be discharged. To secure this, then, the moral and intellectual elevation of the masses, liberal things must be devised. It will cost something, but the investment will prove profitable, yielding an abundant increase. Here it is wise to be generous; and your committee urge that, on no account, the appropriations for our schools be less than of the year just closed. This amount is absolutely needed to carry them on successfully.

A generous policy, and a most profitable one, too, for the town, is to keep open the way for its children and youth to obtain an education which will give social position and political preferment. The children now in our schools, of both sexes, since woman's golden age of public life is seen in no distant future, will be the teachers and leaders of coming generations.

School Committee.—ANDREW READ, WOODBRIDGE R. HOWES, JEDEDIAH DWELLEY.

HANSON.

Some persons seem to manifest an indifference to the education and moral training of our youth, inconsistent with the lively interest and

solicitude, that parents should feel for the well-being of their children. It seems to us very unwise to keep children from school as soon as they are able to earn a small sum, and thus deprive them of that knowledge and discipline so essential to every American citizen. Those who neglect to give the benefits of a good Common School education to their children make a sad mistake, commit a great wrong against society, and do their children an irreparable injury. A little energy and well directed effort on the part of such parents, would be followed by the happiest results, both in their own homes and upon all within the circle of their influence. Absence, tardiness and irregular attendance hang like dead weights on our schools, greatly retarding their progress. More personal interest on the part of parents and others, in securing the punctual and constant attendance of the children in our schools, is earnestly to be desired. A deeper conviction of the importance and necessity of education would greatly lessen if not entirely remove these evils.

School Committee.—LEVI Z. THOMAS, JOSEPH SMITH, BENJAMIN SOUTHWORTH.

KINGSTON.

Many cities and towns in the State have, in accordance with the provisions of this law, adopted a code of by-laws and appointed truant officers to enforce them. The school reports of such towns testify to the good influence of such a measure.

Following their example, your committee respectfully recommend the adoption by this town of the following by-laws, and the appointment of three truant officers to enforce the same.

By-Laws.—1. All children, between the ages of seven and fourteen years, residing in the town of Kingston, shall be required to attend some school, or suitable place of instruction, at least sixty days in each year, unless there be some reason to the contrary which shall appear good and sufficient to the officers who shall be appointed to enforce these by-laws.

2. All children, between the ages aforesaid, failing to comply with the requirements of the preceding section, and all children belonging to any of the Public Schools of Kingston, who shall be habitual truants therefrom, or shall be habitually tardy in their attendance at said schools, or who shall be found loitering about the streets or public places of said town having no lawful occupation and growing up in ignorance, shall be liable to a fine of not more than ten dollars, for each and every conviction of either of the offences herein described.

3. All children between the ages aforesaid, belonging to any of the Public Schools of said town, who shall without sufficient excuse there-

for be absent three or more times, in the course of any one term, shall be deemed habitual truants therefrom.

4. There shall be appointed annually, during the month of April, by the selectmen, three persons, who shall be known as truant officers, and who shall be authorized, in case of any violation of these by-laws, to make complaint, and carry into execution the sentence thereon.

The truant officers shall receive such compensation for their services as the selectmen may determine.

5. It shall be the duty of the truant officers to make diligent inquiry concerning all persons, between the ages aforesaid, who seem to be idle or vagrant, or growing up in ignorance, and enter complaint against such as are unlawfully absent from school.

6. It shall be the duty of the truant officers, prior to making complaint before any justice, of any violation of these laws, to notify the offender and also his parents or guardian, of the offence and the penalty therefor. If they can obtain satisfactory pledges of reformation, which pledges shall prove to be well kept, they shall forbear to prosecute.

7. Any trial justice shall have jurisdiction of all offences under these by-laws.

For the Committee.—G. S. NEWCOMB, *Secretary.*

As in years past, we hear on every side the inquiries, uttered not simply in the way of conversation, but from a real interest, What sort of schools have we had? What sort of teachers? Not so often has the question been put, whether our sons and daughters have been acquiring a sound education, and preparing for distinguished usefulness. Is there not a proneness to think more of the easy play of the machine than of the extent and quality of its fabrics? Of the popularity of the teacher than of his real merits? Of the surface skimmed over than of the depths sounded? Of the amount of information imparted than of the practical talent evolved? Of the mere intellectual acquisitions than of the virtuous training and progress? The final object of our Public Schools is, or should be, to make good men and good women, good citizens and neighbors. Whatever stops short of this is not the true and sufficient education.

In the working of our school system, there are various distinct agencies, each of which is indispensable. As well might the farmer look for full barns in autumn, where either one of the elements, rain, dew and sunshine, or either one of the processes, planting, cultivating and harvesting, had been entirely wanting, as for the community to expect perfect schools, where there has been a deficiency in

any one of these several agencies, or there has been only a clashing between them.

The State, for instance, is responsible for the effective school system. The State by its prohibitions might so hamper the teacher, as to prevent the successful government of his school. Some think this will be so, if the proposition to take from him the right of corporal punishment becomes a law. But what is to be abolished? Simply the rod? Then there may be a resort to every other kind of bodily infliction which the ingenuity of the teacher can devise. Or is every form of chastisement to be forbidden? Then the avenue towards expulsions will be much straighter and broader than at present. While it would be a sincere joy if all corporal punishments could be forthwith and forever dispensed with, it would not be a sufficient gain if school government was thereby to be seriously impaired, or if refractory scholars were to be turned loose into the streets. Really, the most effectual way to achieve the very desirable end would be to prevent all the seeming necessities or excuses for the punishments. From an intimate acquaintance with the schools of Kingston for a quarter of a century, I can testify that there has been a gradual and marked diminution in their frequency and severity, and this without any positive prohibition whatever. True, the committee have always urged the mildest measures consistent with success. But, to accomplish the end fully, let parents so govern their children at home, that there will be no possible occasion for the rod in school. Let teachers be selected, if they can be obtained, whose commanding dignity of person and character is such, that the most hardened culprit will quail before the glance of the eye, or whose power of winning is so great, that the pupils will at once be swayed into exact obedience by simple love. When we have perfect homes and parents, perfect teachers, and—to make assurance doubly sure—perfect children, we can dispense with the rod and its equivalents as readily as the people that are never sick can dispense with physicians and medicines.

Again: any deficiency in the action of the school officers will be felt to the serious detriment of the schools. Of the powers, which have been reserved by the committee of Kingston, is that most important one, the nomination of the teachers. The superintendent—whose duties are not prescribed by law, and who has no authority except what is delegated to him by those who appointed him—has been empowered to appraise them, fix their wages, and to have the general supervision of the schools. He has also been required to be present at all meetings of the committee, to give information and advice upon questions upon which they are called to act. In this division of responsibility, there may indeed be, in cases of fault, a

division of blame, but it is believed that by this arrangement the public wishes have been more nearly consulted and understood, and the results have been more generally acceptable. While it has not been my province to select the teachers, I have felt bound to do all I could to encourage and help those that have been selected.

Superintendent.—JOSEPH PECKHAM.

MARION.

We have learned by experience that it is much easier to discover than to correct existing evils in our Common Schools. We can point out defects in modes of instruction and discipline, and suggest remedies essential to the welfare and progress of the schools; but it is hard, if not impracticable, for us to model them, in all respects, according to our ideas of what they ought to be.

It would seem, however, in order to elevate our schools to a position in which they may justly rank with the best schools of the same grade, there must be, as I have urged heretofore, concurrent effort by all who are interested in right education. You, gentlemen, as a committee, by wise appointments, judicious arrangements, careful supervision, and fidelity to your trust in general, cannot, unaided and alone, advance the schools to this desirable consummation. Your earnest and steady efforts might indeed tend to this end; you might provide class-books and all other requisites for the respective schools, and introduce into each of them approved methods of study and government, and install over each a competent teacher; yet, without the coöperative influence above named, you would fail to achieve fully the object of your toils. On the other hand, with this influence of parents, guardians and others, your measures adapted to the end in view would be faithfully executed. Teachers and scholars would understand that your requirements must be heeded and obeyed, and our schools would soon deservedly range in the first rank of their kind.

Your yearly reports about the defects in the schools, and the things essential to their improvement, cannot answer the desired object, unless they are carefully considered and wisely acted upon by your constituents.

Parents and others should take pains to inform themselves correctly on this subject. They should visit the schools sufficiently often to understand their character, and have meetings for conference respecting their condition and wants.

Superintendent.—L. COBB.

MARSHFIELD.

In geography time is often lost in learning lists of the names of comparatively unimportant towns, islands, etc., to be retained in the memory a short time only. Oftentimes this is carried to a great extent, and the principal result is, that the pupil has acquired a facility to forget. In this connection we will say that we wish to see more done in map-drawing. In fact, we would have this made one of the principal means used to fix forms, localities, proportions, distances and relative situations of natural features and political divisions of the earth's surface.

We prefer to see a scholar able to take a crayon and draw a map of a State or country, giving tolerably good proportions, and sketching the position of important points with approximate accuracy, to being able to answer scores of questions like, "How many islands are there in Lake Ontario?" or being able to tell with certainty whether his book states that "Massachusetts is distinguished for agriculture, manufactures and commerce," or "commerce, manufactures and agriculture."

School Committee.—H. A. OAKMAN, JOHN H. BOURNE, E. ALDEN, JR.

MATTAPOISETT.

There is a bill before the legislature for towns to provide carriages to convey the pupils in the thinly settled portions of the town to and from school at the public expense. Should this become a law, it would be well for the town to consider the propriety of conveying the children from the north and west parts of the town to the village, to attend school, thereby doing away the necessity of building houses in those sections for the schools.

The absence of a portion of scholars from the schools and the very small portion of time that some others attend is matter for serious consideration, and well worthy the attention of the town. It is well known that one of the main objects of Public Schools is to educate the children of those who are in limited circumstances, at the public charge, thereby giving all the children in town equal privileges to the schools. If those do not avail themselves of the favor, it may be well for the town to consider whether it is not judicious and proper to take some measures to remedy this evil. It will be found by careful investigation that in the reformatory institutions and almshouses within the State a large proportion of the inmates are of this class of persons.

School Committee.—JOSIAH HOLMES, JR., WILLIAM E. SPARROW, JONATHAN H. HOLMES.

MIDDLEBOROUGH.

We congratulate you and ourselves that this is the last school report that can be written in this town, criticizing the school districts as such. It is the last time we shall have the opportunity of casting off our shortcomings and packing them on the backs of the prudential committee, or of pleading the district system in extenuation of our own faults. We congratulate the town that it did, by its own deliberate choice, after a free and full discussion in a large town meeting, by vote, abolish the school district system, before the matter was forced upon us by legal enactment at the State House. We are aware that by this act you place twenty-three school-houses, nine hundred and sixty scholars, your appropriation of six thousand nine hundred and fifty dollars, five hundred dollars contingent fund, together with about two hundred and fifty dollars from the State school fund, all in the hands of the school committee, and, as their power is nearly absolute in the premises, will hold them responsible for the success of the schools. With much distrust in our ability to secure to the town the full benefit of the new system during the first year, and believing that our fellow-citizens will not expect it of us, and therefore will not be too exacting in their demands, we accept the situation, and will enter upon the discharge of our duties with a desire to do justice to all sections of the town.

We would invite the attention of parents to one prevailing fault in our schools which is in their power to correct. We refer to the facility with which scholars can obtain notes from their parents, for absence, tardiness, and to leave school at recess. Two hundred of these notes accumulated in the desk of the High School during one term. We order them to be placed on file, that we may examine into their genuineness, and detect forgeries on the part of pupils. It is earnestly hoped that this evil will be abated.

The towns of this Commonwealth are fast becoming wide awake to the importance of their High Schools. There are now in the State 136 High Schools, supported according to law,—all but eight of the towns so required. Besides, 28 towns not required to support such schools have established them, and many towns support such a part of the year. The consequence is, that Private Schools and academies are yearly diminishing in number, and still more so in attendance. Popular free education is very properly becoming the motto of the State. In this town, at this time, it is highly important that a first-class High School should be liberally provided for. There is no institution in it except the High School, where students can fit for college, or pursue an extended course of study. Its imperative need is a loca-

tion, a pleasant room and surroundings, some apparatus, and to be restricted to one school for the whole town. It seems to the committee that the south part of the town are acting against their own interests when they advocate a school of 12 weeks in that section, in preference to sending their children to a Central School 40 or 42 weeks in each year. It is hoped they will avail themselves of the new law just enacted, allowing towns to transport scholars at the public expense. The children qualified to enter the High School should make it their business to study the year round; they are comparatively fit for nothing else, and should they neglect their privileges at this time it would be a matter of regret to them through life. We would suggest that the town authorize the school committee to pay a certain sum for the transportation of scholars.

School Committee.—E. W. DRAKE, A. H. SOULE, ELBRIDGE CUSHMAN.

NORTH BRIDGEWATER.

We regret exceedingly that our High School should make such a poor record in regard to punctuality; and should in this respect compare so unfavorably with most of our other schools. It may be said that the scholars coming from all parts of the town, might be expected to be less punctual than the members of our other schools who live much nearer their school-houses. But upon an examination it would probably be found that the tardy ones are not so frequently from distant homes, as from those near at hand. We fear that the distance will not account for the fact, that while a single figure will express the tardiness of many of the other schools, it requires two or three to express that of the High School.

The usefulness of the High School, and we believe of all our schools is impaired by the want of a uniform system controlling them all. It is desirable that there should be a regular system of gradation through all our schools, so that classes might be promoted in regular order from the Primary to the High School. To this end, it is necessary that all our schools should be continued to nearly the same length, and should be in session at the same time, so that if a scholar finds it difficult to go on with his class in the High School, a place may be found for him in the Grammar School where he may profitably pursue his studies.

According to our present system, some of our district schools are in session thirty-six weeks and others only twenty-four weeks, while the High School continues forty weeks. This difference interferes with any system of promotions from one school to another. It is desirable especially that our Grammar Schools should be in session for

nearly the same length of time, and that their year should not be much shorter than that of the High School. We should then look for greater uniformities in the attainments of the scholars coming from these schools, the scholarship of those entering the High School would be more equal, the class could go on much more successfully, and there would not be the pressure there often is now to gain admittance to the High School for certain scholars who are not well prepared because if they are excluded there will be for many months in the year no school for them to attend. It would then be seen that the Grammar School would be far the better place for these who are not fully prepared to go on successfully in the High School.

The committee would call the most earnest attention of parents to the subject of absences and dismissals before the close of the school. These evils surely cannot be duly appreciated. Parents cannot be aware of the effects of the frequent absence of their children from school or they would give their coöperation to abate the evil. It is bad in its immediate effects upon the teachers and upon the school. It interferes with the arrangement and progress of the classes. It is the fruitful source of trouble and discouragement on the part of the scholar who has missed the recitation and explanation of the day he was absent. If it frequently occurs, he must be put back, often to the great displeasure of himself and his parents. It tends to form a pernicious habit which will go through life, constantly exposing the business of him who forms it, to the inroads of pleasure and amusements.

School Committee.—CHAS. W. WOOD, JONA. WHITE, I. M. ATWOOD.

PLYMOUTH.

A cause of irregularity in some of our schools is the practice of putting boys to work, occasionally, when there is a press of business; and, although it may continue only for a short time, it is repeated often, and always lessens the interest of the boy in his studies, causes him to fall behind his classmates, and frequently renders it necessary to put him into the class below. I do not wish to complain of this practice too much, for I know that in most cases it is adopted by those whose circumstances compel them to do so; but I wish it to be understood that at our examinations we endeavor to determine the actual scholarship of the boy, not what it might have been under more favorable conditions. In the High School we are troubled, not so much with irregularity of attendance, as with the habit of bringing requests to the teacher to excuse the bearers before school is dismissed in the afternoon. This renders it almost impos-

sible to have a full class at recitation in the last part of the day. It is very easy to see that this habit must prove fatal to good scholarship; and I fear it will become necessary to decline granting any requests to leave school before the usual hour for closing.

In reference to truancy, I suppose there has been less during the past, than any previous year. The appointment of a truant committee has had an excellent effect in breaking up this ruinous habit. The officers have acted promptly and efficiently whenever they have been called upon.

Some years ago, it was our custom to place a written arithmetic in the hands of a child who was about to commence the study of that science, and, as the child could understand nothing that the book contained, all was committed to memory. The mind of the scholar was overwhelmed, and it was only after very long and very discouraging efforts that he was made to see what he was about. Nearly all the absurd and disagreeable part of this process was removed by removing the text-book from the hands of the teacher, and asking her to trust, hereafter, to her own ingenuity and experience. The only condition imposed was this, that the first class in school, generally between seven and eight years of age, should be ready at the end of the year, to be examined in writing all numbers as far as trillions, and be able to work out simple questions in addition, subtraction, multiplication and division. I know very little about the details of each teacher's method; she adopts her own, one she has faith in, and they are all successful. I should be very glad to make the same arrangement for the instruction of our children in the Primary Schools in geography, but, at present, I fear it would not be so successful. Geography is not so simple as elementary numbers; but few teachers understand it as well. I am convinced, however, that a much better result could be obtained if the subject were illustrated more by maps drawn on the blackboard, and if more of the instruction were given orally. The human voice has a greater power over little children than a school-book, which is often distasteful to them. The most prevalent error in teaching little children, it seems to me, is the effort to make them understand the abstract definitions of things before they have any experience of the things themselves through the medium of the senses. Children are very curious to see everything; they like to be astonished, and they like to reason, a very little.

Superintendent.—CHARLES BURTON.

ROCHESTER.

Several cases which have occurred, and some statements which have come to our hearing, lead us to believe that very vague and erroneous ideas exist in regard to the extent of the control of parent and teacher over the child. We propose to consider briefly this point. Who has control of the pupil in school? The answer to this admits of no doubt. The teacher, under the school committee, has power, full and absolute to regulate both study and behavior. The parent has no more to do with his own child than with his neighbor's during school hours. The necessity for this is apparent. The unprofitableness of "too many cooks" is proverbial. No teacher or committee refuses to consider a reasonable request from a parent in regard to his child. But when some infantine tyrant ruling at home with despotic sway is too lazy to study or too self-willed to submit to wholesome rules, it is due to the school, the character and success of which depends in part upon him, to the society of which he will hereafter form a part, and not least to the pupil himself, that there should be some protection against the ill results of childish whim, backed by parental indulgence.

Who has control of the pupil on his way to and from school? This point, in the absence of any law upon the subject, has been decided by the courts. The latest decision of which we have any knowledge is that of Judge Lord, in a case occurring, we believe, in Roxbury. We regret that we have not the exact words of the decision at hand, to give them in full. The case was that of a lad, who, on his way home from school, threw stones at a teamster. The teacher the next day administered deserved punishment. The father of the boy commenced a suit against the teacher for assault. The inferior court decided against the teacher, but on appeal to the superior court, the action of the teacher was sustained, which decision accords with others before given. The Judge says that while the pupil is on his way to or from school, parent and teacher are coördinate in authority, the teacher having full liberty to punish for misbehavior, being only responsible that the amount of punishment shall not exceed a reasonable limit, which we believe to be good doctrine. We should say, that the question at issue in the above case was simply one of jurisdiction, not of unreasonable punishment.

School Committee.—D. SWANSON LEWIS, SAMUEL BUMPUS, GEORGE M. WHITE.

SOUTH SCITUATE.

Corporal punishment is quite liable to be abused, and often is abused, both inconsiderately and rashly; but, to take the right to use it from a teacher, would often render her almost powerless to secure conformity to her essential rules. And yet, some parents, who often thus punish their children themselves, and sometimes too impulsively and even cruelly, make bitter complaints if they get half as severely punished at school. But whipping in school is like war in a nation—if you go into the custom at all, you may go farther than you mean to at first, and there will be no holding up till one or the other party succumbs. Shall it be the teacher, the disobedient pupils coming off victorious, with flying colors and a flourish of trumpets?—their parents jubilant with them. If so, that school is thoroughly demoralized, and it will be difficult indeed for it to be again brought into a healthy and prosperous condition. Parents, then, who use corporal punishment themselves, and advocate its use in schools, as nearly all do, should not interfere if the rod does sometimes fall rather heavily upon their children. Of course, if it be cruel and injurious, and disproportioned to the offence for which it is inflicted, interference in the orderly and effective manner before suggested, is just and proper, and it is their duty to correct the evil; but a slight punishment is often worse than none. Still, the teacher who uses the rod should always use it thoughtfully and discreetly; and it will be better if she dispenses with it, except in extreme cases, and simply holds it in reserve as a dernier resort. The fear of it is said to work admirably at times; and, if this could be made a general substitute for actual inflictions, it would be well for all interested. But love is better than fear, and wisdom better than the rod. Happy is that teacher who has them both, and the school that can secure such an one! But “order is Heaven’s first law”; and it should be the first law of the school-room, and vigorously enforced, in one way or another—though always kindly.

School Committee.—W. H. FISH, JAMES SOUTHWORTH, SAMUEL WATERS.

SUFFOLK COUNTY.

BOSTON.

The usual exercise in military drill is continued, and the school-boys, in their evolutions before competent military judges, received high praise for their skilful manœuvring and soldierly bearing. Military instruction, commenced a few years since on the petition of some of our leading citizens, during the trying days of the rebellion, as an experiment, is now a manifest success, and should be hereafter considered as an integral part of our educational system. Owing to the increase of the number of boys now requiring instruction (numbering six hundred,) the arms available for their use are insufficient, and an increase in the number of muskets must be made. It is also important that some means be found for providing a hall suitable for drilling at one time the large number who must be taught. Such a hall located near the school building, or in such building as may in the future be erected for the use of the Latin and English High Schools, would be found useful for many other purposes, and appears to your committee to be one of the greatest needs of the city at the present time.

The committee are able to make the gratifying announcement that a system of Evening Schools, for the instruction of adults or minors, employed during ordinary school hours, is now in successful operation under the charge of a special committee of this board, who have established six schools in the city proper, one in South Boston, and three in the Highland District. Such schools in this city have heretofore been under the direction of private or organized charities. But the time had fully come when the city of Boston, through its school board, should provide instruction for that class in the community, whose necessities had prevented their giving any time to the work of the school-room during usual school hours.

Among these untrained minds there is great earnestness and a determination to acquire knowledge, worthy of all success; the good directly and indirectly accomplished by these schools, will be felt through all classes of the community. We shall always have a percentage of immigrants and others who need this instruction.

Two schools for licensed minors are in successful operation. The

pupils attending them are licensed boot-blacks and newsboys. With police coöperation they are doing much good, and the number of schools will be increased if necessary.

It seems proper, in this connection, to call the attention of the city government to the necessity of reserving in each section of the city, some public ground sufficiently large for a play-ground for the children of both sexes. In the older parts of the city, no such spots are to be found, and the public streets are the only places where children can find recreation. This should not be the case, but the city, standing *in loco parentis*, should provide suitable grounds, where the open-air sports of childhood could be engaged in, under proper supervision, and where every parent would feel safe in permitting his children to go.

One valuable and easily available source of instruction has heretofore been entirely neglected by the school board, one by which the slumbering intellect of youth may be awakened into new life, and perhaps in this way made to appreciate the value of sound learning, and turn to the ordinary duties of the school-room, not as to a task, but as to a pleasant duty; we refer to systematized familiar lectures on common things, by those best qualified to give them. Suppose that two hundred scholars each, from three of our Grammar Schools should assemble in the hall of one of them, to listen for an hour to the instructive talk of Agassiz on any subject with which all were familiar, his very blackboard drawing of a fish, an animal, or a bird, is, in itself, an inspiration, and many a tiny hand would strive to imitate the master's skill. So with other departments of knowledge, with botany, chemistry, physics, geology, etc., simple familiar lectures, on each of these subjects, could be given and illustrated, in which the youngest child could be interested and instructed, and perhaps have awakened in his mind some hitherto dormant faculty, which would lead to distinction in after-life. Were no such result obtained in individual cases, the committee feel satisfied that the general culture of the whole rising generation would be broader, the effects of such instruction would be felt in the higher culture of all classes of society, and a very valuable stimulant to study brought into use at a comparatively small cost to the city.

And this brings us to the consideration of an important point in the higher education. The difference of mental aptitude of children renders it desirable that more than one course should be open to the pupils of our Public Schools, after they have acquired the rudiments.

Language is the vehicle of expression for our thoughts; and its study has always been considered one of the best means of disciplining the human mind; the thorough knowledge of it is a power to

affect mankind for good ; and, say what we may, men of classical culture always held and always will hold a prominent influence among mankind.

To some the thorough acquisition of foreign languages is impossible ; but yet they have an aptitude for mathematical, mechanical or scientific knowledge, while in others there is a manifest ability to attain proficiency in classical and linguistic studies with no special fitness to excel in mathematics or the sciences.

Let us then, as custodians of education, not undervalue classical culture, or place too high a value on practical science ; but continue to give skilled training to each type of mind, as is now the case, and thus send out from our schools pupils fitted to succeed in all the vocations of life.

Committee on Report.—CALVIN G. PAGE, *Chairman*; JOHN P. ORDWAY, ALVAN SIMONDS, GEORGE F. HASKINS, JOHN A. LAMSON, WARREN H. CUDWORTH, IRA ALLEN.

The Primary Schools are, in most respects, making satisfactory progress. It is safe to say, that this department of our system was never in a better condition. Still, there are some teachers who do not so fully perform what is laid down in the course of study as could be desired. All that is required could be easily taught if each teacher in her grade or class would do her full duty. But if those in the lower classes neglect any of the requirements, it is of course more difficult for the teachers in the upper classes to keep up to the required standard. In the supervision of these schools, by the committees and masters, this matter should receive special attention.

It is by no means the least of the advantages of the graded system, that it necessarily makes each teacher, in a certain sense, an inspector and judge of the work of the teacher in the next lower grade, while his own work is in turn subject to the inspection and judgment of the teacher in the next higher grade. I find in these schools very gratifying evidence of the beneficial effects of the supervision of the Grammar masters, especially in those districts where the committees have given the masters the largest liberty in this respect. Of course it will take some time for all the masters to become so familiar with the handling of primary classes as to be able to give model illustrative lessons in their visits, for the benefit of the more inexperienced or less skilful teachers ; but there is constant progress in this direction.

About a year ago, an order was passed by the board authorizing the district committees to introduce into the schools of their respective districts Leigh's phonic system of teaching the first steps of reading. The committee of the Lincoln district immediately availed themselves of this authority, in accordance with the desire of the

master and of the teachers of the lowest classes of the Primary Schools, who had acquired a practical knowledge of this method in the Training School, where it has been taught for two years. The result of the year's experiment is considered very satisfactory. The pupils have made rapid progress in calling words at sight, and in accurate and distinct pronunciation.

Mr. Sloane, assistant teacher in vocal and physical culture, has visited all the Primary Schools, and given in each illustrative exercises in vocal and physical training. His labors appear to have been acceptable to the teachers, and profitable to the pupils. The results of his instruction are especially manifest in the improved position of the pupils, both in sitting and standing.

The thorough investigation to which the instruction in vocal music in these schools has been subjected during the past year served the valuable purpose of rendering the members of the board better acquainted with the value, progress and condition of this branch. It revealed, also, the great progress which the teachers of the Primary Schools have made in their views on this subject. It is only a few years since it was rare to find one who was willing to admit that vocal music could be taught to any advantage in these schools. Now, I think, no one ventures the opinion that it should be excluded. There is yet some difference of opinion among them as to whether it should be taught wholly by rote, or whether it should be taught by note, on the plan laid down in the programme. Of course it requires more skill to teach according to the latter method, and it is too much to expect that all teachers should, in so short a time, make such progress as to prefer the more difficult plan. It is very gratifying, however, to find that all now favor the systematic teaching of vocal music in their schools, differing only as to the details. The teachers now very generally understand what is expected of them in this branch. With the aid of the programme, the text-books, the charts and blackboards, and the assistance and advice of Mr. Mason, they are producing very satisfactory results.

Training School.—The Training School continues in a prosperous condition. Its graduates are doing a good work in our Primary and Grammar Schools. In view of the benefit derived from the course of training in this school, it is worthy of consideration whether it would not be a wise policy, to provide that graduates of the Girls' High and Normal School who spend the year in special preparation for teaching in this department, shall receive the maximum salary for their first year of service, when they get appointments as teachers.

Girls' High and Normal School.—This school has suffered a severe loss during the past year in the removal by death of its excel-

lent head-master, William H. Seavey, who had for nearly twelve years labored for its welfare with great fidelity and success. He was a good scholar, an able teacher, and a true man. Although modest almost to a fault, he was not wanting in dignity of manner. Always deferential to the wishes and opinions of others, he was at the same time firm and self-reliant in the discharge of the arduous and delicate duties of his responsible position. He was generous, humane, courteous, kind, upright and sincere. He was a man of deeds rather than words, but when he spoke he meant what he said. His manner was most cordial and winning. He was a Christian gentleman. Respected and trusted by his committee, beloved by the teachers and pupils of his school, by his professional associates, and by all who knew him, he has left behind him an honorable record and a good name.

Multis ille bonis flebilis occidit.

The Roxbury Latin School.—The school was established in 1645. It was at first supported by means of rents granted by most of the inhabitants of the town out of their “severall messuages, lands and tenements.” Subsequently it has been maintained chiefly by funds derived from the leases of lands bequeathed to it in 1671 by Thomas Bell of London. It has always been substantially a Free School for the benefit of the citizens of Roxbury, and since the annexation, it has been equally free to the inhabitants of the former city of Boston. It is, in fact, to all intents and purposes, a Free Public School; and it is in this view that it is referred to here, although it is not supported by taxation, and is not under the control of the school committee. It is managed by a board of twelve trustees, and is wholly unsectarian in its character. It is a Classical School, and a Classical School of a high order,—a school of which any city might well be proud. It has sent many good scholars to college, and the catalogue of its graduates, extending over a period of more than two centuries, bears the names of not a few eminent men. General Joseph Warren, who was born near the present site of the school, was one of its pupils, and afterwards, for a time, its master.

This school sustains practically the same relation to the Roxbury High School that our Latin School bears to the English High and Girls' High and Normal Schools.

Our mode of furnishing books to indigent children does not seem to work satisfactorily. It is left to the teachers to decide what children shall be supplied; and while some are very rigid in their investigation of the circumstances of the applicants, furnishing books only in cases of extreme poverty, others do not take much pains to inquire into the ability of parents to pay for books, but give out the books very freely to such children as are not promptly furnished by their

parents. And then there is a class of worthy poor who ought to be supplied, but whose self-respect prevents them from claiming the bounty of the city. Some committee men instruct the teachers under their supervision to bestow the city books with a liberal hand; others enjoin upon their teachers strict economy in this matter. The result is, that on the one hand some really indigent children are not furnished, while on the other hand, very many whose parents are well to do are supplied. I recollect a case where a father complained that it was hard to buy the books for his well-dressed boy, because he had to pay five hundred dollars rent for his house, and so the boy was allowed free books.

But the chief objection to the system is its demoralizing effect upon both pupils and parents. The child who uses a book with the city stamp in it cannot hold up his head and maintain his self-respect by the side of the child who has a book with his own name in it. And then there is the temptation held out to parents to plead poverty and to deceive in order to escape the expense of buying books. Whenever a promotion of pupils takes place, involving the purchase of new books, much time is wasted before books are procured, so that all the pupils of the class can go on together with their lessons; many parents, who are able, neglecting to purchase books for their children, in the hope that they will be supplied by the teacher.

These considerations, and others which I have not space now to enumerate, have satisfied me that instead of furnishing a part of the children in the schools as we now do with books, it would be better to furnish all, and thus make our schools wholly free in reality as they are in name. The experiment has been tried in New York, Brooklyn, Philadelphia, Baltimore and other cities, and it has been found to work well.

We have now in this city four head-masters of High Schools, and twenty-eight masters of Grammar Schools, who are also principals of the Primary Schools in their respective districts. The thirty-three thousand pupils in our schools are under the direct control and management of these thirty-two masters. These masters must necessarily exert a controlling influence in determining the success and character of our schools. They occupy positions of commanding influence in respect to public education in this city. They not only shape their schools by direct influence over their pupils, but much more by indirect influence through their assistant teachers, and through the members of the committee, with whom they are in constant communication. How transcendently important it is then, that these shapers of the destiny of our schools should themselves be wisely shaped! Of what fine "natural material" ought they to be composed! With

what generous culture should they be imbued! In manners, in learning, in intellectual capacity, in elevation of moral sentiment, in practical ability, they ought to be first-class men. And besides, they ought to be thorough masters of the art and science of education.

It should be borne in mind by the board that their rules and regulations, and the policy pursued by them in respect to the masters, are constantly acting upon them as shaping forces. It would be easy for the board to adopt measures which would stimulate them to bend their energies to the production of certain specific results of instruction; by publishing the results, for example, of examinations, expressed in percentages, with the understanding that the standing of the masters is to be estimated by these percentages. It is not so easy, but far more important, to strengthen the motives for self-improvement on the part of the masters. The essential question in regard to a master who has been elected and who virtually holds a permanent position, is, does he grow? And whatever is done to encourage, aid, or stimulate the improvement of teachers, is sure to tell on the improvement of the schools. This is well illustrated in the matter of vocal culture and reading. The appointment of Professor Monroe to teach this department, afforded an opportunity to the masters to receive gratuitous instruction from him. The result is, that those who have availed themselves of this means of instruction have, while increasing their culture as men and scholars,—while growing in vocal power,—become vastly more efficient as teachers and directors of reading.

But while endeavoring to order the administration of the system so as to shape those already in the service as nearly as possible to the pattern of the ideal teacher, it is of still greater importance to take care that the vacancies that may occur in the ranks shall be filled only by the very choicest recruits. This is to be done by making and keeping the office of master desirable, and then making an election to the place depend upon the results of the fairest and broadest competition. In the nature of things the masters will be taken generally from the ranks of the sub-masters and ushers. But then the selection of the candidate for promotion should be the result of a careful canvass of the merits of all the aspirants among them. Good scholarship should be insisted upon, and especially a first-rate record as to improvement while in the service. The first question should be, What has he done in his school? and then what has he done outside his school?

But back of all this there is another precaution necessary. If inferior ushers and sub-masters are elected, there will inevitably be some inferior masters. Therefore no one should be elected as usher

on the ground that he has learning and ability enough to fill an usher's place respectably, without regard to a higher destination. The question should be, does he possess the elements which will one day develop into a competent master? If it is once understood by the subordinate male teachers that promotion is to be the reward of merit, and not a matter of favor or influential friends, the best men will seek these places from outside, and those in the service will have the strongest possible inducements to become accomplished teachers.

Superintendent.—JOHN H. PHILBRICK.

WORCESTER COUNTY.

ASHBURNHAM.

The school-houses are, for the most part, in good condition, and comfortable. In a few of them, however, the blackboards are in a dilapidated condition; in some needing to be repainted, and in others the painted plastering has fallen off. It is often the case, also, that chalk and brushes are very scanty, and for these reasons the blackboard is not used so much as it ought to be. Every good teacher uses the blackboard a great deal, and the prudential committee, in each district, should by all means see that the boards are in good condition for use, and a good supply of crayon and brushes handy. In district No. 6, while the board was in use, at the suggestion of the committee, the problem presented itself, how to clean it, when it was discovered that a boy's cap made an excellent wiper. The committee do not divulge this discovery for the purpose of recommending it, but only to suggest to teachers in a similar difficulty, that should caps fail, a step further might be taken, in the same direction, and a boy's bushy head be made to do good service in cleaning a blackboard. Seriously, negligence in this respect is highly censurable.

Our Common Schools should not only be the nurseries of the multiplication table and percentage, but of correct speech and gentle manners. In the heat of youthful blood, waywardness is the constant tendency. Things objectionable are more easily and willingly learned than things that are not so; very likely it is because the children see more examples of the former than the latter. Parents and teachers then should coöperate in seeking to instil into the minds of youth, a love for those proprieties of speech and action, that shall lead them all

through life to gravitate in their tastes and tendencies towards that which is pure, good and right.

In nearly all the schools sufficient attention does not seem to have been given to the principles of good reading. It is a beautiful accomplishment. Constant drill is necessary, in distinct enunciation of words and syllables, and in correct emphasis and inflection, and in tones suited to the sentiment. In too many schools there was indistinct mumbling at the beginning, and such was the case at the close, with many pupils. An ill-read piece loses half its wealth of meaning and beauty.

School Committee.—M. A. STEVENS, F. A. WHITNEY, N. EATON.

ATHOL.

No school can prosper where the scholars and not the teacher rule. In all cases where your committee have been called upon to interfere with the school, they have endeavored first to ascertain the facts, and then have acted to the best of their judgment in the premises. The presumption is that a board of education is better capable of rendering impartial justice to a school and to a teacher, when they have gathered the facts on both sides, than any parent in the district can be, who knows nothing of the school but what his boy or his girl has told him. If parents would generally do as some individuals have done during the past year, lodge immediately their complaints with the committee, and then leave them, this evil would disappear and our schools would perform the function delegated to them of training our boys and girls to be men and women that shall love the good order of the republic. Let your boys rule the school-room, and you will soon have bad men to rule the nation.

"Order is heaven's first law," and where is it more necessary than in the school-room, and in no part of school exercise is it a greater economizer of time, than in the arrangement and classification of studies; especially, where we are liable to frequent change of teachers is it essential that a definite programme of studies be laid down for the teachers to follow. One great evil in all our schools, is the disposition to go over a great amount of study, often at the sacrifice of thoroughness, if not of the health of the scholar. The next teacher desiring to be thorough, takes the child back to the beginning of the book, and drills him one-half the term, on what he has mastered before. Where everything is left with the teacher, we are constantly liable to this oscillation from thoroughness to laxity, with every new teacher, and the whole design of grading the schools is defeated. Where too, as in this town, we have a High School, supplied from two

or more Grammar Schools, it is of the utmost importance, that there be a uniform system in study in all the lower departments. The High School never can be classified properly, if scholars are to be sent up from the lower schools, at any time in the year or term, when they happen to have finished the prescribed studies. To make the High School what it should be, no scholar should be allowed to enter it, unless he can fall into one of the yearly classes. This can only be accomplished, by our fixing the time in the year for the High School to receive its accessions. Another thing, important to the success of the High School, is to have the two classes going in from the two Grammar Schools, on precisely the same footing in regard to fitness. This will not be likely to be done, unless the teachers in the Grammar Schools have their work definitely laid out for them. A definite programme, laid down for each of our Graded Schools, will secure unity, not only in the schools themselves, but in fitting the scholars for the higher departments.

Your committee feeling the weight of these considerations and looking forward to the ultimate result in perfecting the school organization, prepared a programme of studies for Grammar, Intermediate and Primary Schools, and placed a copy in the hands of each of the teachers, requesting them to average their classes as nearly as possible according to it. Some difficulty has been experienced in reducing the schools to the required number of classes, but no more than was anticipated. The success of the experiment has convinced your committee of its practicability if carried out with energy. We earnestly recommend to our successors the perfecting of this scheme, feeling as we do that in this direction lies the true interest of our Graded Schools.

Teachers' Institute.—The teachers' institute held in town last November, was largely attended, and was very interesting and profitable. It was conducted by Hon. Joseph White, Secretary of the Board of Education, assisted by a corps of able and experienced instructors. Our teachers, and many from adjoining towns, availed themselves of the advantages thus offered to obtain more exalted views of their work, and more correct ideas of the methods of teaching. The incentives and methods imparted to the teachers were in a measure communicated by them to the schools, and will add very much to their efficiency. The readings and lectures given in the evening were both interesting and instructive and were listened to by large numbers of our citizens.

School Committee.—T. H. GOODSPEED, TEMPLE CUTLER, D. H. STODDARD.

BARRE.

It has been very gratifying to notice the increased interest which people in all parts of the town take in the education of their children, and their demand for its increased facilities. The recent vote abolishing the school districts was a more real expression of the town to adopt some "better way" than some were willing or prepared to believe. In a very quiet, but sure way, this whole subject has been pondered over, and we apprehend that the town will look back with much satisfaction to the fact that this obstacle in the way of the education of her sons and daughters was removed without the hand of legislators.

Teachers' meetings are very profitable, and we suggest to them the importance of semi-monthly meetings for their mutual improvement. Whenever this is done good results always follow. Many of our teachers are young, and have taught but little; some have had long and successful experience; mutual council and free discussion would do much good. Persons who can assist teachers to attend such meetings should do so. We would also urge our teachers to attend teachers' institutes. Some of our teachers attended the one held in Athol last autumn, and we could see the good effects of it in their schools in the winter. We hope that before long there will be one held in our town.

By-Laws in Relation to Truancy and Absence from School.—At the annual meeting of the town, April, 1869, the following by-laws were adopted, and truant officers have been appointed. When these by-laws receive the approbation of the superior court they will doubtless be enforced.

1. Any child, between the ages of five and sixteen years, who, while a member of any Public School within the limits of the town, shall not go to school when sent by parents or guardians, or who shall get excused by false pretences, or who shall leave the school for a day, or a part of a day, without consent of the teacher, shall be deemed a truant.

2. To prevent any child from being unjustly deemed a truant, the parent or guardian of such child, in all cases of necessary absence, shall previously, if possible, or at the earliest opportunity afterwards, inform the teacher by note or in person of such necessary absence.

3. When the truant is under seven years of age, the treatment of the first offence shall be left to the discretion of the teacher. If the scholar offends a second time, the case must be immediately reported to the parent or guardian of the child by the teacher.

4. When the truant is between the ages of seven and sixteen years, the first offence shall be left to the discretion of the teacher. The

second offence by the same person shall be reported immediately to the parent or guardian. The third offence shall be reported at once to the truant officer, who is then ordered to take necessary legal steps to prosecute the parent or guardian for the amount of the fine (not exceeding twenty dollars) imposed on habitual truancy.

5. Absentees of the first class are those who, between the ages of seven and sixteen years, do not attend school the legal number of weeks annually; and it shall be the duty of the truant officer to prosecute the parent or guardian of every such child as does not attend school twelve weeks—six of them consecutive—each year, or receive elsewhere so much instruction as is required by law. The fine for each offence shall be twenty dollars.

6. Absentees of the second class, viz.: children between the ages of seven and sixteen years of age, wandering about in the streets, having no lawful occupation or business, and growing up in ignorance, are hereby placed under the supervision of the truant officers, so far as the law provides. The first offence shall be reported to the parent or guardian of the child, and in case of his failure to secure to the said child the requisite amount of schooling, or instruction elsewhere, he shall be fined twenty dollars. For the second offence of the same person, the child shall be sent to the almshouse, or to the State Reform School, or State Industrial School for Girls, at the direction of the justice or court having jurisdiction of the case.

7. The town or selectmen shall annually appoint three truant officers, whose duty it shall be to see these by-laws enforced.

School Committee.—T. P. ROOT, C. C. HEMENWAY, C. W. WHITCOMB.

BERLIN.

Rural townships like ours, contributed to the war, and the government, without being, as many towns were, pecuniarily benefited. It is harder for us, by far, than before the war, to keep our relative standing in the Commonwealth. But in this we have been taught what are the higher objects of living. Ten years ago none of us would have believed we could bear what we have borne. But we are better citizens for it. Better politically, socially and morally. "Tis not the whole of life to live." Nor is it the great end of life to lay up wealth. To live truly, is to stand in our lot, and assume manfully the burdens of life. The parents, who, on account of these burdens, shall leave less in wealth and property to their children than they had hoped to leave, will doubtless leave a better inheritance in a more elevated character. They will illustrate better what the objects of life really are, and be themselves better for what they have borne. It

is of more account to teach those coming after us, how to live, than to leave them the means of living. Our children are the children of the town in a sense most endearing, rather than burdensome. Such relationship is preëminently American. More distinctly Puritanic. Prussia has the Common School system; but the parent is taxed. With us it is the citizen, parent or not. That is a grand distinction, and honorable to the State. A French reformer, urging the government, gives on the title page of his plea, this sentiment, "Pour instruction on the heads of the people; you owe them that baptism." With us the State stands godfather, to all the children.

True, we have not all the means of educating our youth which we desire. But we have such means as, rightly applied and used, will give every child among us a good education. We suffer in no essential failure, save in a proper use of the means we have. And the right use of those means depends, primarily, on parents. Your committee have a trust in the matter. Teachers have a larger. But none so great as the parent. If every child were to go to the school-room with the sense of the same obligation to improve the time there, as most of our children have in their labors at home, that very impression would be of more account in your child's school education than doubling the time of the schools. If one thing lies heavily upon us, as your agents, it is the want we feel of a proper and just connection by sympathy between the school and the families of the town. We know you care for the schools. But we feel there is a want, in the schools, of the impulsive power of parental direction over the children in their school hours. No child expects that a parent will encourage his disregard of the teacher. But too many seem to feel that it is only the teacher that they do disregard. What we wish your children to feel is, that, in school behavior, they as really obey or disobey their parents as in home conduct.

Parents, almost without exception, have faithfully signed the weekly report and returned it again to the teacher. The pupils have generally been ambitious of a good standing. A large proportion have made a very good record. And we take occasion to offer a special plea to fathers, mothers and guardians of the children of the town, to unite with us in this attempt to bring our schools and families into sympathy. If there is one interested member of the family at home, every child's general deportment and habits of study at school may now be known weekly at the fireside. The same record will also give you a good insight, by conversation with the children, into the teacher's capacity and faithfulness. In short, if you cannot visit the school often, or fail to do so, you can at least, look over the weekly report. Ask some questions, get some explanation, give some word of advice

and encouragement. The whole is not a substitute for personal visitations. But as a matter of fact, the weekly record will, if faithfully used by all the parties concerned in it, give any parent, even a more correct insight into a child's improvement or misimprovement of the school than a day's visitation could give:

Bear with our plea. It does happen that many a child's deportment in school is altogether unknown at home for a whole term. Those who should know, of themselves, are the last ones to be informed by others. It is a matter of great delicacy for a teacher, or the school committee, to single out a parent, and go and report concerning a child's delinquencies or ill behavior. But on cards the whole school is reported. No parent can feel injured in the fact. If any parent has reason to think that the record is not just, any question can be asked of the teacher, personally or through the children. The record is based on the idea of giving credit for efforts at success, as well as for the reality. We desire especially that good intentions and purposes shall have their reward. To this end some discretionary liberty is given to the teacher. Mere scholarship is not the proper basis of rank and standing in the Common School. Our idea of education is broader than that. Education implies the proper development of the individual. Mr. Webster says, "Education is the culture of the mind and the heart," and "so far as we can trace the designs of Providence, the formation of the mind and character, by instruction in knowledge, and instruction in righteousness, is a main end of human beings." The poorer scholar may be acquiring more "education" than the better one, though he has not so much knowledge of the books. And it often happens that the moderate scholar, by discipline, becomes a stronger man or woman intellectually, than another who is apt and quick in all book knowledge. Education is self-knowledge, self-development. Could you pour knowledge into a child, that would not be education?

School Committee.—W. A. HOUGHTON, WM. BASSETT, E. HARTSHORN.

BOLTON.

We citizens of Bolton, are a law-abiding people, careful to know and obey the statutes of the realm. We are, too, a sensitive people, standing in due awe of that great social power known as public opinion. Accordingly, held up to our duty by these and a combination of other forces, we seek, at least, not to be flagrantly defective in the management of our school affairs; but to revolve steadily and according to rule in our appointed orbit, keeping our place in the system, the sun of which is at Boston state house, and the limits of

which are the confines of the Commonwealth. All this is well, and certainly, as far as it goes, is not to be found fault with. But is it, or ought it to be the whole? If regulating forces are needed, are not propulsive also, to drive us on? Economy is the great study of the times; and shall we place economy in the category of these last? Must we not rather reckon it with the former, the restraining, the self-considering, and not with the generous, the expansive, the driving? If considerations of fear, distrust and saving mingle too largely with our counsels, will not that scripture be verified with us which says, "he who soweth sparingly, shall reap also sparingly?"

Committees, and especially our school prudential committees in this town, we have observed, are often most scrupulous about transcending their authority. So very tender are their consciences, and so timid their movements, that where, necessarily, they must thrust their hand into the public purse, they do it with a sort of dread, as if the act involved some species of grand or petit larceny; and when the Rubicon of expenditure must be crossed, and there is no dodging it, they "linger shivering on the brink, and fear to launch away." Such scrupulous feelings are to be respected, even if their exhibition in this particular direction is exceptional and proves a certain provincial narrowness, and that the person manifesting them has never sojourned in New York or Washington. We have known these fears and cautions in such strength, that in one of our school-houses a door was left to creak and bang all winter for want of a cheap latch that would have cost a shilling, while the Eolian harp sounds were in excess of the most craving demands of a lover of music. We have known, too, of another school-house, where, from the prevalence of the same scruples, two broken window panes were left open in mid-winter, week after week, and the winds of heaven did visit the scholars, it must be owned, something roughly; though the eye open to find compensation for evil might have found in the inventiveness which was thereby developed, and in the ready resource by which slates and atlases, caps and mufflers were made to do duty for glass, a most beautiful illustration of the doctrine of convertibility of forces. Such experiments, however, we regard as rather unsafe, as we do also those of the shower-bath kind, which have been found rather too severe discipline for even the old, toughened offenders of our state prisons. We recommend their discontinuance, and to show prudential committees that they "may do some things as well as others," would remind them that the Statutes (chap. 29, sect. 7,) expressly say that not only shall they "aid the general committee," "procure fuel," &c., but shall "provide all things necessary for the comfort of the scholars."

Suggestions.—1. We here record our belief that the Houghton school will never enjoy permanent prosperity until the annual salary of the teacher is made considerably higher. Prices have so increased, that the difficulty of procuring teachers for that school is constantly augmenting. The frequent rebuffs we have met with in efforts to procure teachers; the sort of remark which has been flung at us, in some instances—making us truly thankful that we could “blush unseen,” when receiving them—have given us an experience of mortification which was rather more than our fair share. The question of whether the rate per cent. of the Houghton school fund should be increased, is one that ought to be met and fairly and impartially considered, and not “indefinitely postponed.”

2. As female teachers are now employed, almost (some years, as this last one, quite,) exclusively, in our district schools, we earnestly recommend taking more of them from the Normal Schools, where they are especially trained for the work, and from which they come with every advantage of thorough preparation for the duties they are to assume.

3. We urge more attention to the home influence. Those little people who come to school from a home in which they have received sympathy of the right sort, encouraging them to effort, and not in sloth and contumacy, in which interest has been manifested in all their studies and advancement, and help rendered when needed, in which they have received lessons of truth-telling, good manners, honesty, decency and reverence for all that is noble and true; such little people coming from such homes, to the best of our observation and belief, make the best pupils in all respects, and derive the most lasting advantages from their attendance at school. If the home influence were oftener of the right sort, and stronger in coöperation with teachers for the enforcement of all necessary rules of good government and discipline, we believe difficulties would occur in the school-room very seldom, and then would leave no permanent ill effects. Another point presents itself in this connection: whether the home influence in regard to frequent absences from school is what it should be? Are we as self-sacrificing, as habitually thoughtful of the public good, of effects in the future, of effects in the formation of habits of regularity and attention to duty, as we ought to be? Are not our children oftentimes taken out of school in a way very injurious to them, mischievous to the school to which they belong, and annoying to the teacher, sometimes to an almost insupportable degree?

4. Is not a well furnished town library necessary to the complete fulfilment of the good work begun by the schools? We have made

a beginning of fair promise in this department of public duty, why not go on and finish? Why not an annual appropriation, and one that would tell, for the library as well as the roads?

School Committee.—RICHARD S. EDES, E. C. L. BROWNE.

BOYLSTON.

The time has been when all that was expected of Common Schools was that in them a few of the first rudiments of education would be taught, and the time in which even these must be learned was so short, that comparatively little interest was felt in the convenience, comfort or taste of the places or their surroundings. A house rudely constructed, a room imperfectly finished, benches without backs on which weary children might rest, were thought quite sufficient for the purpose for which they were designed. Perhaps they were all that the people in their poverty could afford, but in the progress of events Common School education has taken a wider range, and demands more extensive and better accommodations. It embraces in its designs, not only the first principles of knowledge, the mere rudiments of learning, but, as extensively as time and circumstances will permit, to cultivate all the mental and moral powers of children and youth, as well as instruct them in the courtesies of civil and social life. The time allotted for this purpose has been increased, school terms are longer than they were in by-gone years, teachers are better qualified, and all the appointments of the school-room, in furniture and apparatus, in most places are greatly improved, and pleasant surroundings are regarded essential to the development of that taste and order which are indispensable to the best accomplishment of the duties of life. Were your school-rooms furnished with a few more maps and charts, they would, with perhaps a single exception, be all that we could reasonably desire.

Another subject which claims a passing notice in our report, is the course of study which should be pursued in our schools.

On this subject there has been and is a variety of opinion; but in deciding what that course should be, we know of no better rule than that of Aristippus, one of the philosophers of ancient Greece, who, on being asked what boys ought to learn, replied, "What they will have occasion to use when they become men."

Standing first and foremost among these, are the general principles of religion, morality and the rules of social life. Whatever other attainments one may make, without these his life will be a failure. Next to these we would place reading, writing, grammar, arithmetic and geography, and beyond these let the scholar proceed as far as

his time and capacity will permit, in the attainment of that knowledge which he can make most practical and useful in life. But while we have scholars whose diligence deserves our highest commendation, and whose attainments will some time give them position among men, in some of the branches to which allusion has been made, our schools, as a whole, have not reached that degree of excellence which we could desire.

School Committee.—A BIGELOW, H. H. BRIGHAM, W. H. PERRY.

BROOKFIELD.

Remarks to the Patrons and Tax-Payers.—From your liberal support of our schools, we conclude that you truly believe the best education to be the cheapest; just as the best mechanic or farmer pays better than a novice in either department. But has it ever occurred to you, that you are requiring, in some measure, that teachers shall build the spiritual temple of the undying mind with insufficient tools? Books, maps, charts and other apparatus, are the necessary tools; a few of our schools have some ragged and antiquated maps hung upon the wall, while some of the school-rooms are not adorned with even those signs of improvement. Would it not be cheaper to furnish each school-room with charts, maps, globes, a box of geometrical forms, and a case of object lessons, and thus insure the speedy, thorough and delightful education of the youth? Certainly, for then the months and the years of worse than wasted time would be saved,—directly and skillfully used, and thus save both time and also money. We hope that you will see the importance of furnishing your school-rooms with these aids, and that you will see that appropriations are made and promptly expended. We offer another suggestion respecting the conditions of comfort, convenience and health of your school-houses. As the style of churches indicates the spiritual condition of the community, so surely do the school-houses indicate the educational prosperity of the people. And as you value the health of your children, do not allow your school-rooms to want ventilating apparatus, comfortable school chairs that will not strain and permanently weaken the backs of your children; and do not let the broken walls remain unrepaired, to admit cold currents of air upon their heads and bodies, giving them catarrhal disease, and lay the foundations of a life-long conflict between disease and an indomitable will. Consider that in our inhospitable climate, the tendencies to consumption and its tormenting associates, are quite sufficiently numerous to lay the seeds of disease that may not be eradicated in our short term of probation,

without loading childhood with their rudiments, which is done in some of our poorly ventilated, uncomfortable and unsightly school-rooms; let not a pitiable economy rob your children of the birthright of starting in life with a sound and vigorous constitution.

School Committee.—P. PERRY, D. S. FISKE, GEORGE W. JOHNSON.

FITCHBURG.

The arrangement of some special plan to meet the wants of a class, in which the study of Latin should be omitted, has occupied the consideration of the committee, but without positive conclusions. In making this suggestion the committee desire not to be misapprehended as to their opinion of the essential value of a certain amount of classical instruction, especially in the Latin language, in any thorough English course. We are aware that there is in the minds of some in the community, an idea that any time devoted to the study of Latin, except in the case of those students who design preparation for college, is, to a great extent, wasted, or at least, that it might be more advantageously employed in other branches. We regard this as a mistake. It is now admitted by the best teachers, and all those who are familiar with the operation of different programmes of study, that a thorough appreciation of the English language is most readily attained by the devotion of a portion of time to the classics. A mere mechanical study of language, the aim of which is to crowd the memory with grammatical rules and technicalities, is not what is to be sought, but that which shall give practical results in power of expression, and which shall enrich and cultivate the mind. "To use language with accuracy, to be able to express thought with force and clearness, to catch the spirit, and understand the meaning of others; these are practical results." What studies then are more calculated to strengthen and ennoble the minds of our youth than those which familiarize them with the thoughts and sentiments of those princely spirits whose works have enriched the literature of every age? "The value of classics as a source of mental discipline, when rightly studied," says a recent writer, "needs no argument. They are, especially the Latin, the foundation of the modern languages of southern Europe. Though of the past and accounted as dead, because they are no longer spoken, they will live in the thoughts and literature of the present, and nothing can be substituted for them that will make their place good; though they be learned imperfectly and only a limited amount of time be given to them, yet their acquisition is a source of power and enjoyment. Banish the classics from our schools and colleges and the next generation will fail to appreciate much of our best literature."

If children of tender years are so situated at home that they are familiar witnesses to instances of vulgarity, lying, profanity, slander and quarrelling, it is an undertaking of no small moment to implant in their hearts the principles of piety, justice, benevolence, and a sacred regard to truth, but humanity and religion demand that no labor should be spared in the effort. Fully impressed with these considerations, a successful teacher must bring to her work, not only intellectual culture and a capacity to manage, but a large heart. Her love for children should only be equalled by her patience.

High School.—It has occasionally been urged in view of the heavy expenditures recently incurred for the accommodation and maintenance of this school, that the burden of its support was out of proportion with the amount devoted to the schools of an inferior grade, or that the policy of so heavy a sacrifice for the promotion of so few scholars was of doubtful expediency, or that instead of a public tax to furnish so great privileges to a limited number of children and youth favorably situated for the prosecution of the more advanced studies, those who enjoy them should themselves pay for their advantages. A moment's reflection will show the unreasonableness of such suggestions. It is true, as we ascend in the scale toward the higher branches of learning, the cost of education, for an obvious reason, must be materially enhanced. The qualifications and attainments of those to whom must be committed the work, are of such a character, that the number of those possessing them is limited. They are only attained after a patient, toilsome labor of years. Such services have a market value and it is too much to expect to obtain them without a fair equivalent. But if we take into account the value of a well appointed High School in the elevation of a class of young men and women to such a position of mental discipline and culture that their influence must, at no distant day, be felt through all classes of society, the question of comparative expense sinks into insignificance. Besides, though the aggregate outlay appears large, the cost for the education of each individual, is far less than by any other plan which should comprise the same standard of attainments. Indeed the education of the same number of youth at Private Schools and Academies, necessitating, as it would in many instances, the cost of board away from home, would require a sum of money many times as large as that now required. But a still more important fact should not be left out of sight,—that our High Schools are furnishing to those that avail themselves of their advantages, a kind of education, more especially in its disciplinary character, far superior to that which our Private Schools or Academies ever did, or can supply. Of the propriety or justice of making schools of this class a public charge, the day for argument has passed. A

large majority of all those now reaping the inestimable benefits which they afford, would otherwise be entirely deprived of them, and the remainder would be obliged to seek in other quarters, at a much greater sacrifice, a training which after all might be in many respects inferior. The liberal course then which marks our administration of the High School interests is advisable from every consideration. By such a course alone will it be productive of the greatest good.

Such a policy must commend itself to all patriotic and public-spirited citizens, who, looking beyond the present, contemplate the future welfare of the State, so far as that welfare is affected by the intellectual and moral culture of its inhabitants. Such a policy is the best for the wealthy, who, while bearing a large share of the burden of their support, by the contributions of their property, are furnished with an institution by means of which their children who desire to pursue a higher culture, or enter upon a course of study preparatory for college, can be well accommodated. But such a policy is invaluable to the poor and those in moderate circumstances, for hundreds of those thirsting for intellectual cultivation, are able to gratify their aspirations, and elevate themselves to positions of happiness and influence, who, but for this boon, would be doomed only to disappointment.

School Committee.—ALFRED MILLER, C. H. B. SNOW, GEO. D. COLONY, HENRY L. JONES, GEO. A. TORREY, THOS. S. BLOOD.

HOLDEN.

The best teacher will fail, if not sustained by the active sympathy of parents. Visit the school often. It will encourage the teacher and incite her to still greater efforts. Your children will see that you feel a deep interest in their education, and be incited to greater diligence. Know for yourselves whether the school is a good one, and the teacher faithful and competent,—not from hearsay, but from personal observation. The most absurd reports and false impressions sometimes prevail from sheer ignorance of the real condition of things in the school. Be careful to utter no word in the presence of your children that will tend to impair their confidence in the teacher; otherwise you may place it beyond her power to benefit them.

Our registers reveal the sad fact that, aside from the closing examination, only seven of the fathers have visited the schools the past year; yet have not more than that number found fault with the school and the teacher, without having visited either? On no other subject is there manifested so much apathy, and nowhere are there more vital interests at stake. You confide the dearest objects of your affection,

for six hours a day, week after week,—often to a stranger,—to be instructed, not only in the primary and ordinary branches of education, but also in “The principles of piety and justice and a sacred regard to truth, * * * * and those other virtues which are the ornament of human society and the basis upon which a republican constitution is founded,” without even once calling into the school, to see whether the teacher is faithfully discharging these important duties, or neglecting them. Fellow citizens, “These things ought not so to be.”

School Committee.—WM. C. METCALF, I. MANNING BALL, F. M. STOWELL.

LEOMINSTER.

Beginners in the art of teaching, of course, cannot have the benefit of experience, but there can be no reason why they should not be wholly competent, so far as their education is concerned. It is too late in the nineteenth century to employ any one as teacher, who is not thoroughly instructed in all the elements and principles of a good Common School education. More than this, they ought, in these days of Normal Schools and other institutions for the training of teachers, to have enjoyed some special advantages for acquiring a knowledge of the theory and principles of the art of teaching. And their usefulness will be very much enhanced, if their studies have been extended beyond the branches of a Common School education, into the wider sphere of science, natural history, higher mathematics and the principles of language. If the teacher's mind be well stored with varied knowledge, and conversant with the best methods of instruction, it is in his or her power to make the school-room so attractive and the exercises of the school so interesting that idleness and disobedience will seem as uncongenial as wickedness in a state of bliss.

School Committee.—C. C. FIELD, JAMES BENNETT, C. A. WHEELER.

LUNENBURG.

Many children go to school knowing nothing of the real design, and many parents send them there in order to rid themselves of their care and noise. Children, if disorderly or rude at home, are often threatened with being sent to school as a penalty, and when such penalty is inflicted, they go impressed with this idea, and have no other thought of the design of the routine through which they daily pass. To such, the school-room bears an air of oppression, and they sigh for the hour of recess or dismissal as a season that will bring relief. If children were properly instructed as to the design of a school-room; if it was never associated in their minds with anything that is unpleasant and

severe; if they were taught at home of the necessity of such knowledge as our Common Schools can impart, to make them more respectable in life,—our school-rooms would be found to have met with an important and fortunate change.

School Committee.—CHARLES A. GOODRICH, GEORGE A. CUNNINGHAM, ADIN C. ESTABROOK.

MILFORD.

The idea that our Grammar Schools are mere training schools, to fit pupils for admission to the High School, is quite too prevalent. The impression that the chief end of all scholars is to enter the High School, seems to prevail with parents, children, teachers, and perhaps committee, to a greater or less extent. The consequence is, that many scholars are pressed into the High School, not at all well fitted, depressing alike the standard of both High and Grammar Schools. While we look with pride upon the present high position of our High School, and while we would not detract one iota from its importance to the town, we must say that we think the Primary and Grammar Schools of far more general importance. Comparatively few of the children who are educated by the town ever enter the High School. Very many who do enter, finding their want of a complete fitness for their position a constant hindrance to their advancement, fall out by the way. Others, for various reasons, cease their connection with the school, so that less than half who enter, complete the prescribed four years' course, and graduate. Hence, the great importance of making our Primary and Grammar Schools as complete, in their sphere, as is possible; of aiming to give every child who will avail himself of the privilege, a good Common School education before he leaves the Grammar School.

School Committee.—H. H. BOWERS, D. PATRICK, HENRY E. FALES, GEO. G. PARKER, CHAS. W. THOMPSON, G. L. DEMAREST.

NEW BRAINTREE.

Your committee have but few suggestions to make. What has been known as the school district system of Massachusetts ceased to exist on the 24th day of last March. This consummation has been devoutly wished by a large portion of those most interested in our common schools for many years. In very many towns and cities of the Commonwealth, previous to this action of the legislature, school districts have been voluntarily abolished. The question has come up in town meeting, heretofore, every three years. The question is now settled

and the subject put to rest, we trust, forever. The people will find that they have lost no rights and no privileges whatever. They will control their schools directly through the town committee, whom the town can instruct in regard to the management of the schools as the town pleases.

School Committee.—JOHN H. GURNEY, GEO. K. TUFTS, CHAS. A. GLEASON.

NORTH BROOKFIELD.

If it is admitted that the High School should carry our youth further than they are permitted or enabled to progress in the lower departments, then the necessity of some gradation is admitted, which is, or should be, the maximum of attainment to be secured in the lower schools.

Just here we have attempted to draw the line by promoting such pupils as in our judgment have attained most nearly to the mark by thorough and careful attention to studies prescribed in their respective schools, thus laying a permanent foundation upon which they may with profit build. Requiring always but little in the amount gone over; in the manner of the going, we have hitherto required more. Pupils desiring promotion have been required to exhibit a good degree of acquaintance with the subjects taught in the schools they would leave, before being granted the desired promotion. This we maintain is essential, vital to the cause of education among you. If pupils are allowed, at their own option or upon the desire of interested parties, to pass from one department of your schools to a higher without any adequate test as to their adaptability to the order of studies therein pursued, the result to be anticipated is, that, being ill prepared for the promotion, they cannot maintain themselves with credit, fall behind their fellows, and either become a permanent drag upon the school and teacher, or losing interest, withdraw from a department which they now see they were not yet prepared to enter, and, having once "gone up," are prevented by false pride from re-entering a suitable school at that period of life when of all others it is most desirable that they should so attend.

The fact that your factories are filled with youth, and your schools to too great a degree empty, will find a partial explanation, we do not claim more, in the foregoing.

School Committee.—R. E. BEECHER, HIRAM KNIGHT, AMASA WALKER, S. P. MARTIN, WARREN TYLER, S. B. HILL.

NORTHBRIDGE.

High School.—This school differs in some respects from other schools of this class, in being composed purely of pupils who are dependent upon their own exertions for a livelihood, and who will not remain in school a sufficient time to complete a full course of study. They should pursue such studies, therefore, as will be practically useful to them in their various trades and occupations. These must be necessarily limited in number and practical in their nature, for want of time to do anything more.

Among these the study of the English language, its composition, to read and write it well, spell it correctly, and some knowledge of its literature, should occupy the first place. A thorough knowledge of mental arithmetic, with the elementary and business rules of written arithmetic; geometry, for its utility in disciplining the mind; physical geography, and history, are useful, and especially such of the physical sciences as are applicable to the pursuits the pupils will probably follow. The mechanic will be a better workman if he has a knowledge of the properties of the metals which he is fashioning, or of the laws of mechanics and moving forces of nature. The farmer will also find himself equally benefited by a knowledge of these sciences.

In connection with these, the principles of drawing should occupy a place. This art is not simply an accomplishment, but of use to all. How frequently a few strokes of the crayon, or pencil, will convey more information than scores of words. To the master mechanic it is indispensable. It is taught in all the schools of Prussia, and to this fact may be attributed their superiority in works of art and design. With the excellent series of progressive drawing books, prepared by Mr. Bartholomew, teacher of drawing in the Boston schools, it is quite as easily taught as penmanship.

We believe the above-mentioned studies should not be thrown aside for those more pretentious, or of a higher grade.

The elements of algebra might be learned so far as to understand the use and scope of the science, but we think it will be seldom found of practical utility beyond the school-room.

School Committee.—R. R. CLARKE, J. LASELLE, G. BENSON, STUART DERMONT, CHARLES O. BACHELOR, LUKE FARNUM.

PAXTON.

Another point which bears upon us especially in this town, is the want of economy in the arrangement of the schools for the children. Six schools for one hundred and forty scholars between the ages of

five and fifteen years, is certainly a greater number than is necessary ; yet the idea of any change in this respect, seems one of the frightful things for some to contemplate. Each school must be continued as it is, lest the divine proverb should be violated,—“Remove not the ancient landmarks which thy fathers have set.” While the sum of eight hundred dollars is granted for the support of schools, it does seem to us that if even one-quarter of the sum was expended in conveying a portion of the scholars from the more remote parts of the town to some more central points, for a less number of schools, there would be, on the whole, an important gain in the advantages for the education of our children.

School Committee.—WILLIAM PHIPPS, H. W. HUBBARD, GEORGE A. GRAY.

PETERSHAM.

The age in which we live demands of us, by every dictate of personal prudence and pure patriotism, which are one in this matter, that we employ skilled labor. We should have educators who have spent time and money in preparatory studies, and have enthusiasm enough for learning, to continue studying. We want and ought to have, even in the poorest towns, for this greatest work of moulding youthful minds, persons above the average and not the lowest and cheapest kind of professional ability ; those who have something of that force of character which achieves success elsewhere ; those who can govern, and guide, and quicken, and win, and warm young souls ; who are acquainted also with the modern books, skilled in the best methods and posted in the best results of modern investigation.

This costs money, and considerably more than it used to, and the fathers of families and all who have the interest of the rising generation at heart, should see that it is voted, not grudgingly either, but gladly. Among us, this is an absolute necessity, or one by one we must see our superior instructors, even our own native talent, just when it has become desirable, leave us, and ourselves compelled to take inexperienced recruits from our schools or accept what comes to us from outside ; which, if wages are low, will be by no means the best.

School Committee.—D. F. GODDARD, L. SANDERSON, E. JACKSON.

PRINCETON.

High School.—In accordance with a vote of the town a High School was opened in the autumn, which continued ten weeks. The committee chosen for the purpose were fortunate in obtaining the ser-

vices of Mr. Smith of Berlin, whose reputation as teacher in Bolton was sufficient to guarantee a school of great value. The school numbered sixty pupils, too many for one teacher to profitably instruct. Miss Louise Eveleth, a member of the school, was employed to take charge of some of the smaller classes a part of each day. Miss E. performed her duties with acceptance, and displayed a talent for teaching beyond her years. It is needless for us to notice in detail the progress made in the various branches taught. The benefits of the school were apparent to all interested, and its influence felt through most of our winter schools. We can safely say the money expended in this school was well invested, and we hope the town will make a similar appropriation the present year.

Visiting Schools.—With pleasure we have noticed an increased interest on the part of parents in the welfare of their schools, but still the visits are few and far between. Why will parents neglect to visit their schools when they know it would gladden the hearts of their little ones; kindle an enthusiasm in the minds of those of maturer age, and impress upon them the value of the school? Many appear to think if they are present at closing examinations their duty is done. If you have time to make but one visit, let that one be early in the term when your influence is needed. We would here most respectfully and urgently ask all parents and guardians of children attending school, to visit their schools the coming year, before the close of the fourth week. It will take but a small portion of your time, and may give an impulse to your children lasting in its nature and having much to do in shaping their future course.

School Committee.—M. H. BULLARD, CHAS. P. SKINNER, DANIEL STRATTON.

SHREWSBURY.

Our impression, from long observation is, that altogether too much of the time spent in our Public Schools is devoted to the intricacies of arithmetic, the minutiae of geography, and the senseless mummerly of grammatical nomenclature. Yet such is the profit on school books, that writers and publishers seem to aim mainly not at simplifying text-books, but at multiplying them by introducing something new, something that will "take." Is it not of as much importance, at least, to a young miss on leaving school, at fifteen, to know something about book-keeping, and how to make out a bill,—something about the laws of health, of natural history, of natural philosophy, or of the history of the world, as to devote year after year to the study of the higher rules of arithmetic. The great outlines of geography, we insist, should be known, should become familiar. But of what use can it be

in after-life to know the present population of Nebraska, or the name and locality of some inferior market town in Russia?

Orthography and syntax are, in our view, best taught by the living teacher through the habitual practice of written compositions. A teacher should always bear in mind that those instructions which will be most essential to the welfare of the pupils, and of the greatest practical utility in the every day walks of life, in their riper years, are the very instructions which the Commonwealth requires to be imparted in the Public Schools.

Who undertakes to teach penmanship without pencil or pen?

Who could teach blacksmithing without the hammer, forge and anvil?

Who gives lessons in vocal music without exercising the pupil's voice?

Map drawing is unquestionably an excellent exercise. Let a pupil go to the blackboard and draw a map of North or South America, or both, or of the State of Massachusetts, or of the Mediterranean Sea, or of the outline of Australia, or of the Isles of Japan, and he has learned something. He has learned to observe with great acuteness, carefulness and attention, and the habit acquired will be of value in more ways than one.

School Committee.—E. PORTER DYER, F. A. JEWETT, JOHN PETERSON.

SOUTHBOROUGH.

There is a mistaken idea of teaching in the minds, sometimes, of very good teachers, which exerts an unfavorable influence upon teaching as a profession. We want the experience which only years and faithful labor in the school-room will give. But we shall not be likely to get this while educated and enterprising youth are saying, "Teaching is a dull, dry routine;" it is "treading in a half-bushel;" "there is no growth in teaching." Teaching may be followed in such a way that this may be said of it; but should it be so followed? Cast aside the narrow idea of the teacher's work to which we have already alluded, and take on the true idea and we have variety and growth. Here are thirty and forty and fifty boys and girls, not merely to be taught the lessons of those text-books, but so many boys and girls to be educated for business, for society, for life here and hereafter; educated for efficiency, for usefulness, for happiness. There is not much necessity in such a work of rusting out because of a "dull routine," or because there is little demand made for the efforts of those who engage in the work. Has one learning? Certainly here is a call for it, and an opportunity for its profitable use—all the learning one now

has or may obtain by diligent use of time and means. Has one tact? Here surely is a field for it. There shall be found every day a fitting place for its exercise. Indeed, what place with a louder call demands clearness of understanding, breadth and variety of knowledge, and the constant accessions of knowledge, than the school-room? To grow dull in the school-room with a routine, then, is to grow blind to the demands of the school-room. Not to grow in mental and moral power in the work of teaching, is not to labor to meet the duties of teaching. It is worthy of the thought, and planning, and effort of the most enterprising.

"But there is little encouragement for this in the compensation," many will say. True. But we hope for better things in this regard. These things will be better, when the people more fully appreciate the needful qualifications and work of the educators of a Christian republic. To teach arithmetic and grammar, etc., in a "dull routine," is one thing; to possess and use the varied qualifications for educating children, is quite another, and deserves much higher compensation. We ought to seek for the qualifications, and we ought to be willing to pay for the use of them.

School Committee.—JONAS FAY, SAM'L APPLETON, JOHN COLBY.

SPENCER.

Parents.—We speak of parents first, since their co-operation, both with the teachers and the committee, is so essential to the success of educational work in the town. If men are employed on the farm or in the shop, the employer visits those places to see what success is attending their labor. Is the education of our children of less importance than raising corn or making boots? How few parents, by the showing of the registers, have visited our schools the past year! Entering the school and spending an hour or two several times during the term might do good in various ways. It would attach an importance to the school which would exert a favorable influence upon the pupils. Children are usually interested in what their parents are. Such friendly visits, and the kind words which might be given, would encourage teachers, causing them to feel that their labors were appreciated. Such parents too would be better prepared to sympathize with them, learning by observation what a severe tax it often is upon the nervous system to instruct and govern a school of forty or fifty scholars. In these, as well as many other ways, parents can do much to vitalize our schools and render them efficient.

But there are some who do worse than to neglect the school. They listen to the stories of disobedient, and, perhaps, lying children, and

without any investigation join with them in condemning the teacher. A course more injurious, both to the scholar and the school, can scarcely be conceived. We are, however, happy in stating that but little of this has occurred the past year.

Absenteeism.—Irregular attendance still continues to trouble some of our teachers and injure the schools. How shall this be corrected? This is a question not easily answered. If all parents were suitably impressed with the value of education, and the importance of the habit of stability in their children, the evil would to a great extent be abated. But we cannot educate the parents. Certainly their children sustain an irreparable loss by such irregularities. In our visits to the schools we have frequently found classes acquitting themselves well with the exception of a few, and on inquiry of the teacher have found that these were very irregular in their attendance. Such are a clog to the class, a trial and mortification to the teacher, and we think should be in a class by themselves. Indeed we can conceive of no better method, to bring both parents and children to their senses upon this subject, than to put such irregulars all into one class, regardless of their grade of scholarship or size. If they use a half-dozen different books, just as well. Call it, if you please, the "Jumble Class," and let it be understood that all irregular scholars are to go into it. When visitors, or the committee come, let it be told them that this is the Jumble Class. Certainly parents who thus wrong their children and the school ought not to complain of such an arrangement. We suggest this method for the consideration of teachers.

Closely allied to the evil we are considering is that of frequent dismissals by leave or request of parents. Some parents get the idea that a pupil, as soon as he recites his lesson has nothing more to do in school, and, under this misapprehension, the teacher is requested to dismiss him perhaps when school is half done. Successful teachers can always find employment enough for their pupils. The order of the school demands their employment, for if idle they will be falling into mischief. Such dismissals, we conclude, are damaging both to the scholar and the school, and we desire that our teachers will not respond to such requests except in cases of extreme necessity. Follow these children to their homes, if indeed they go home, and in nine cases out of ten you will find them doing nothing of any real value for their parents.

It is seen that the committee have the authority to exclude all scholars whose influence is pernicious, and teachers can do the same when directed by the committee; but when this is done they must, if requested, state "the ground and reason of the exclusion," to the parent or guardian of the child in writing. Now with this authority

on the part of the committee, where is the necessity of placing men of huge physical proportions and strength in our winter schools, just because a few larger scholars are to enter? It is hoped that this idea, this, we had almost said, relic of barbarism, will be soon banished from the minds of all who have to do with our Public Schools. It virtually concedes to ill-bred and evil-disposed lads that if the teacher has not physical power to beat good conduct into them, that they may do about as they please. We think that no teacher should be obliged to do such work. The rod may be used judiciously sometimes upon some pupils, but those of the size and character we refer to, if they continue to disturb the order, and of course hinder the success of the school, should, after due admonition and labor by the teacher, if they persist in disobedience, be expelled. This is a severe remedy we admit, and should not be resorted to till all the ingenuity of a faithful teacher has been employed to secure the desired discipline without the cudgel. If expelled after all this, whose is the fault? Furthermore, such disturbers of schools are not generally of that class who are much benefited by the school, and should they be suffered to remain to harass the teacher and rob the whole school of the benefits designed by its establishment?

We conclude, then, that since the power and club of Hercules are not necessary to chastise such unruly scholars, muscular strength for such work should not be a consideration in the employment of teachers, and, therefore, that females can be employed as successfully as those of the other sex in teaching our winter terms. So far as order is concerned, and in fact every other thing necessary for a good school, they have proved themselves in this town to be equal, if not superior to male teachers.

There is something more to be done in our schools than to merely train the intellect. The morals of the pupils are to be cared for, and, therefore, the law requires that the teachers themselves shall be persons of "good moral character," and they are to teach "good behavior." Too much importance cannot be attached to this, for of what value is learning without virtue? Without virtue it becomes a power for evil, and, therefore, a curse instead of a blessing. To comply with the requirements of the law no profanity, lying, obscenity or lewdness, either in word or act, no quarrelling, or gambling, or disobedience, or coarse conduct, or dishonesty, either in or about the school-room should be allowed. These evils should, as far as is consistent, be explained and prohibited, and those virtues which are the opposite of these should be enforced. There are many ways of doing this. It may be done occasionally in open school and also by private conversations with individuals. Indeed, a teacher who loves his work and

desires the welfare of those under his care, can scarcely pass an hour in the school-room, or hear a recitation without finding an opportunity, in a prudent way, to impress some lesson of moral instruction. These lessons, however, to be effectual, must have the force of his own example. If he fails in this, if his example is against his teachings, his efforts at inculcating morals are worse than thrown away.

School Committee.—GEO. L. HOBBS, N. D. GEORGE, E. M. WHEELER.

STURBRIDGE.

It is only necessary to connect with these specifications the added responsibilities involved in the enactment referred to, of March 24th, to see that they make the duties of a school committee man no sine-cure; to realize how much they add to the burdens of an office, not, under the most favorable circumstances to be coveted either for its honors or its emoluments. Equally plain is it, that in order to the success of this plan, there must be a faithful co-working of all the parties concerned. What we would say most emphatically is, give the experiment fair play. There is this encouragement to begin with, that wherever it has been tried—as it has been, largely, throughout the State, by the voluntary abolition of the district system—it has been approved, and its many advantages over the old system seen and acknowledged. The abstracts from the school committees' reports, appended to the thirty-first annual report of the Board of Education, are unanimous in their testimony to this effect. The plan has been recommended by our governors in their annual messages; it has had the sanction of our most enlightened educators; the act which made it the law of the State "was passed with almost entire unanimity, there having been only nine negative votes in the House, and none in the Senate."

Surely there is everything to inspire the confidence that a measure which comes thus commended, only needs to be carried out in a right and true spirit, to produce its best fruits.

We call, then, on all the citizens of the town, and especially on those who, for any reason, may be prejudiced against the change, to give it, at least, a fair chance. The arguments in its favor, in the judgment of a majority of your committee, greatly preponderate over anything that can be brought against it. They are compelled to say this in the face of the new burdens which the plan will lay upon them. They believe that better teaching, better schools, better education will be the result; or that, if the contrary, it must be because of some deficiency in those who have the experiment in charge. Fellow citizens, although we have not made trial of the plan ourselves, let

not their testimony who have tried it pass for nothing. With a generous confidence that it will prove for the best, or, if otherwise, that it will be made to give place to something better, let us strive to get from it all the good that we can.

School Committee.—H. F. EDES, H. E. HITCHCOCK, DAVID WIGHT.

SOUTHBRIDGE.

Visitation of Schools.—The monthly inspection of the schools required by law may suffice to form an opinion as to their condition and the ability of the teachers, but can be of little service in promoting needful improvement. In order to give essential aid, the committee must be familiar with the teacher and school, knowing the peculiarities of each, so as to make the best of both the faulty and the excellent.

In order that all of the committee may have some acquaintance with all the schools it is one of the arrangements of the board that every school shall be examined each term by members specially appointed for that purpose. Thus the written judgment of three men beside the local committee is obtained concerning every school.

Other Visitors.—Your committee take much pleasure in remarking the large number of unofficial visitors which the schools have received. The registers record the names of one thousand and thirty-three visitors, including the committee. This number does not include the names of all those present at the closing exercises of the terms. The High School, for example, has the names of one hundred and thirty-seven visitors beside one hundred "others." These visits show general interest, give freshness to the ordinary recitations and help the schools to be always ready for examination.

Abolition of the District System.—Your committee had heard fears expressed that the abolition of the district system might excite feeling which would in some cases hinder the due working of the town system. We are glad to record that no such disposition has been shown. While the town system throws much additional care and labor upon the school board, it does, without doubt, tend to diminish or prevent local jealousies and to secure an impartial administration of school affairs.

However this may be, the entire abolition of the district system by the legislature leaves us now no alternative, and we have whatever of satisfaction there may be in having chosen this way before we were obliged to take it.

Teachers' Meetings.—For the promotion of professional enthusiasm and full acquaintance, a monthly meeting of the teachers and com-

mittee has been held during the year. There have been free conferences on practical questions of school duty, essays and discussions of various topics tending to an enlargement of the scope of view and to an intensification of right feeling already possessed. These meetings have seemed so profitable that the committee have made attendance upon them one of the regular duties of the teachers during the coming year.

School Committee.—R. F. BRONSON, MANNING LEONARD, J. O. MCKINSTRY, A. J. BARTHOLOMEW, L. W. CURTIS, SYLVESTER DRESSER, F. C. FLINT, S. C. HARTWELL, W. A. BRAMAN.

SUTTON.

Corporal Punishment.—The subject of corporal punishment in schools has been much discussed during the last few years. While there is still a considerable diversity of opinion as to what extent it should be used, there is evidence, on all sides, that a great change in public sentiment, as well as in the practice of our best teachers, has taken place in regard to it. It is much less frequently resorted to than formerly, and is coming more and more into disuse. In general, as civilization advances, the harsher and more barbarous punishments give place to other and milder modes of punishment.

The public whipping post, once erected at all the county seats in the Commonwealth as part of the machinery of penal law, has long since disappeared. Flogging was abolished by Act of congress, in the American navy, in 1853, with great advantage, it is said, to the character and discipline of the service. In the prisons and houses of reformation in the State, where formerly corporal punishment was carried to the extent of cruelty, it is no longer permitted even upon the worst of criminals. Formerly, flogging was a part of the discipline of the plantation in all the slaveholding States of the Union, and was inflicted indiscriminately upon the slaves without regard to age or sex: now it has disappeared, for the most part, with the barbarous system of slavery itself, from those States. In the Public Schools of Prussia, which are equal to any in Europe, and superior in many respects to ours, no corporal punishment is allowed by law to be inflicted upon any pupil, except at the request of the parents in particular cases. It is not allowed in the Public Schools of Holland. It is not practised, unless in exceptional cases, in the schools of Austria, Germany or France. Indeed, in all the more enlightened countries of Europe, notwithstanding their monarchical and more or less despotic forms of civil government, it has disappeared, or is fast disappearing from their Public and Private Schools. And though, strange as it may seem, under our republican form of government, the rod is more

generally used in our schools than it is in the schools of Europe, it is still gradually disappearing among us. In none of our colleges, and in few, if any, of our Academies and High Schools is it now used at all, whereas formerly it was quite common even in our best Academies. The best teachers in our Primary Schools now use it but seldom, many of them not at all.

Your committee regard this change with favor, and consider it an evidence of progress, a sure indication of that "good time coming" when moral influences and ideas will take the place of physical force in the government of families and schools. While they would not wholly banish corporal punishment from our schools, they believe it should be used only in extreme cases, and with great caution and deliberation—never in the excitement of passion, as is often done.

It is a mistake to suppose that corporal punishment is necessary to secure good government in school. The best governed schools are those in which corporal punishments are seldom, if ever, used. Indeed, good government is impossible in a school in which the rod is held in terror over the scholars. There may be order there—the order which comes from fear—the order of the prison or the plantation; but government, in the sense in which government is desirable in the school, there is not. Fear as a governing motive of action is degrading, and there can be little hope of the reformation of a bad boy so long as he is kept under the bondage of fear. The design of government, both in the family and in the school, is to prepare the child for self-government. His better nature—his kindness, generosity, justice, benevolence and self-respect—should be called into exercise, and the baser passions, such as servile fear, anger and resentment, which the excessive use of the rod tends to incite, should be kept in check. Any punishment which tends to degrade a child in his own estimation, or in the estimation of others, is demoralizing. If you wish to make a brute of a boy, treat him like a brute. If you wish to make him better, appeal to his better nature, and treat him kindly. Bad boys, by kind and judicious treatment, may be reclaimed; whereas a harsh and severe treatment will make them ten times worse than before. Boys that are kicked and cuffed and beaten by passionate parents, or harsh and unfeeling teachers, are invariably the worst boys in school, and generally become the worst members of society. While blows injure a sensitive child, often inflicting a wound upon the soul as lasting as life, and causing the teacher who inflicted it to be remembered with aversion ever after, on an obstinate, self-willed child, they stir up all that is ugly and hateful in him.

While it is admitted that corporal punishment, when judiciously and kindly inflicted, may, in some cases, be useful, it is our deliberate

conviction, that, as generally administered, it does more harm than good. If, as is affirmed, there are boys or girls in our schools who are so utterly lost to all sense of decency and propriety that they are beyond the reach of reason and kindness and can only be governed by the rod, such boys or girls should not be retained in the school to contaminate others. They are proper subjects for the Reform Schools.

School Committee.—A. L. STICKNEY, GEO. LYMAN, FRED. N. KNAPP.

UXBRIDGE.

School Apparatus.—No farmer would think it profitable to carry on his farm without his ploughs, his harrow, his cultivator,—does he not get the most improved tools when he can?—and all other implements of farming; no manufacturer would think of carrying on his business without all the various kinds of machinery suited to the branch of manufacturing carried on by him, and he cannot afford to pursue his business with inferior machinery. The merchant must have the various implements suited to his business, and, besides, does he not fit up his store to attract the eye of his customer? In short, does not every calling feel itself obliged to procure the best and most suitable apparatus for its purpose?

Then why should the teacher be required to open to the youthful mind all subjects, or any subject, without suitable apparatus to illustrate and make it plain?

And yet we have scarcely any apparatus in any of our schools beyond the printed page, and such fertility of imagination as the teacher may possess.

Is it profitable to have it so? We speak not of dollars and cents now, but is it profitable to the minds of your children to have it so?

Every school in town should have a globe and a good set of wall maps for the study of geography, and the Primary Schools should have a set of tablets for teaching reading, geometrical forms, and various other subjects, which can be much better taught by the eye than by any description by words.

It would be well to have other apparatus; but the above is indispensable to successful teaching of the branches named.

As an evidence of what we have said, let any one ask himself how many can read the description of any thing or place that he has not seen, and find, when he shall see the thing or place described, that the description has given him any adequate understanding of its appearance? If the adult does not always get correct ideas from words, can

we expect the child, with his limited understanding of words, to comprehend their meaning better?

If not, then we ask that all suitable apparatus may be provided.

School Committee.—C. A. WHELOCK, WILLIAM C. CAPRON.

WARREN.

Every person must be educated in the street, the bar-room, or the brothel,—a vagabond, graduating, it may be said, from the poor house; a criminal, from the jail or the prison; or else in the family, the school, or the church, a worthy citizen; a virtuous man, with due regard for law and a just consideration for the rights and privileges of all men. If then we would become barbarians or raise up a generation of criminals, we have simply to neglect the intellectual and moral training of the children of our town—of our Commonwealth. They who have money have only to withhold it; they who have knowledge and understanding have only to carry it locked up in their own hearts; and they who hold authority, whether parental or magisterial, have only to wield it unwisely and this end shall surely be attained. Then where will be the safeguards of liberty, the protection of property, the sure defence of life and peace? All swept away. Be sure, fellow citizens, the rich and poor, the old and young, the learned and unlearned, are all involved in this matter of right education. Our only hope is in the young. They must be prepared for the responsibilities they will soon be called to assume. Let us not, then, in any respect “withhold more than is meet and so tend to poverty” and ruin. But let us give in such abundance, as by so giving, to increase our riches, which we have invested in the young.

Good Schools.—To this end we must have plenty of money; good accommodations. These will include pleasant and convenient locations, properly arranged and ornamented with shade trees. Houses ample and convenient, built with regard to some style of architecture as well as economy, with proper means of heating and ventilating. People sometimes spend thousands of dollars in housing their cattle, yet will grumble at spending a few hundreds for the accommodation of their children. Another important requisite is sufficient time. From eight to ten months per year is necessary. Tractable scholars, constant and punctual in their attendance. Good discipline. Perfect order. All parts working together like well adjusted machinery. Text-books simple and practical. Teachers should be attractive and able to lead the pupils to a clear perception of the truth, able to stimulate to the greatest effort, rich in illustration, and should be familiar with the best methods of instruction so as to secure thoroughness,

rapid progress and self-reliance on the part of the pupil; and above all to enable him to keep constantly in mind the difference, yet relations, existing between theory and practice; so as, having laid a theoretical foundation, he may build a practical superstructure. To this end the text-book should be used as little as possible by both teacher and scholar in recitation. The scholar should never be allowed to carry his book into the class, except in the exercise of reading. Teachers need daily preparation for the school-room as much as scholars. Why should not the pupil read his lesson from the book as well as the teacher? Prussia sets us a noble example in this respect. There a text-book is rarely seen in the school-room. Every teacher should have a due respect for every child intrusted to his or her care, of whatever race, color, or caste.

We are glad to feel that teaching is looked upon more and more as a profession—as a life calling. And an increasing demand for teachers who have been fitted for their calling by a thorough course of preparation at the Normal School or some similar institution. We require this of the lawyer, the physician, the clergyman. Why not of the teacher? If our young men and women would improve the advantages the State offers them, in this respect, they would be able to bring our schools up to a higher grade.

School Committee.—A. H. SOMES, J. H. MOORE, J. W. HASTINGS.

WEBSTER.

We present the schools as they are, not as what they ought to be, not as what they would be, if every man and woman felt the sacredness of the trust in this respect committed to them, and the weight of obligation which that trust involves. After all that we have said in laudation of our schools, the fact is not ignored that there still exist serious obstacles to the higher prosperity; nor do we forget another humiliating fact, that the power to remove these obstacles is immediately and entirely in the hands of those who are most interested in their removal, and yet it remains, year after year, an unused power.

Our surprise is, that, with all the difficulties in the way of progress, our schools are in so good condition as the report represents them. The obstacles now referred to are not of recent origin, they are of long standing; some of them, indeed, are as old as the system itself of free public instruction. The sad influences, for example, brought to bear directly and surely and powerfully upon the school, growing out of a laxity in family government;—the criminal policy—last year we termed it cruel, but neither word is too strong—of removing children from school and putting them to manual labor when their educa-

tion is barely begun; the utter indifference of some parents respecting constancy and punctuality of attendance at school; the undue interference of other parents with the discipline of the school-room; and the general disposition to leave the work of visiting schools—(except perhaps upon the appointed days of examination)—to those who are officially intrusted with that service; all these are difficulties standing to-day, as they stood half a century ago, like mountains, squarely in the way of advancement.

School Committee.—GEO. J. SANGER, C. W. REDING, F. D. BROWN.

WESTBOROUGH.

A bright, intelligent boy has been seen the past year, in one of our school-rooms, who might have stood among the foremost of his companions in age. None more full of health and vigor than he; none with a keener relish for all sorts of sports. He comes home from school with complaint: "Mother, I can't get all my lessons. I have too many studies. I wish you would let me give up geography. The teacher gives such long lessons that I can't get them." What is the mother's reply? Like that of the Spartan mother when her young son clad for battle complained to her that his sword was too short—"Add a step to it, my son?" Not quite so inspiring. She goes to the teacher, intercedes for her boy, and the lesson is abandoned. A few days after, Charley does not want to go to school. "My head aches, mother, and I know I shall fail in my lessons if I go." The mother, kind woman, allows him to stay at home. The clock strikes nine. Charley begins to feel a little better, and wants to go out coasting; and the mother thinks a little exercise in the open air will perhaps do him as much good as anything; so he takes his sled and goes out—to meet some three or four other boys who have been "unwell" like himself, and they coast to their satisfaction. More than once in the course of the ten weeks term, this farce, or something similiar, is played. Soon the time arrives for promotion to a higher department, and Charley's class in age goes up, but he is left. He, of course, is not in good humor about it, and his mother goes to the committee to intercede for him. "Charley says he is as well fitted to go up as the others, I am afraid he will be discouraged, and not want to go to school at all." The sum of the matter is, Charley loves play better than study, and his mother (his father—for this is not a fancy record—is away at his business,) instead of insisting upon his daily lessons, and encouraging him to persevere in them, yields to his complaint, and her son is not only degraded among his companions, but loses all interest in school duties, and becomes a burden and a

vexation in the school-room, if he is not sent away for misconduct. The success of our schools, in no small measure, depends upon the parents. There are children in all our school-rooms, who are always present, always prompt in their lessons, always cheerful and ready in all school exercises. And the secret of it, in most cases, is the glow of interest and the word of encouragement on the part of the parent. That child is to be pitied whose father or mother manifests no care, no enthusiasm in his education.

Policy of Committee.—The policy of the committee has been to retain those teachers who give satisfaction, as long as possible in the same schools, thereby avoiding the risk of a change, and the loss of time necessarily occasioned in a new school, in ascertaining the degree of advancement, the capacity and disposition of scholars, and in gaining that familiar access to them which is essential to good management and success. The school with a new teacher that gets underway (in seaman's phrase,) at the beginning of the second or even the third week has done well. Whereas under an old teacher they are ready to begin at once, under full headway. No changes have been made the past year except where teachers have declined to continue, or where the interests of the school have imperiously demanded such change.

It is definitely understood that no teacher has a right to expel a pupil from school. She may send a pupil away from school for misconduct, till such time as the case may be brought before the committee for investigation; and no child can be debarred from school privileges except for misconduct persevered in and injurious to the interests of the school. In nothing are the committee more careful in relation to teachers than to secure those qualities which shall insure the health and comfort of the pupils. The committee would look with less disfavor upon a deficiency in skill or ability to communicate knowledge, than upon any lack of those human sympathies—that "milk of human kindness"—which should watch against the physical sufferings of a child. Better a dolt in the teacher's chair, than a tyrant. As the teacher stands in place of the parent in relation to the children, she should feel a parent's care for the comfort of those in her trust. And this we believe has been secured in all our teachers the past year. A little honest inquiry by certain aggrieved parents, instead of catching up and "nursing to keep warm" a false report from an offending pupil, would have forestalled complaints no less injurious to the child than unjust to the teacher.

School Committee.—C. B. KITTREDGE, B. A. NOURSE, O. K. HUTCHINSON.

WEST BROOKFIELD.

By-Laws concerning Truant Children and Absentees in the Town.

ART. 1. The town of West Brookfield hereby adopts the provisions of the 42d chapter of the General Statutes of this Commonwealth, so far as applicable to truant children and absentees from school; and also the provisions of the 207th chapter of the Acts of 1862, and the several Acts in addition thereto or in amendment thereof.

ART. 2. Any child between the ages of six and sixteen while a member of any Public School in said town, who shall absent himself or herself from school without the consent of his or her teacher, parent or guardian, shall be deemed a truant.

ART. 3. Any child convicted of any offence described in said Acts, or either of them, shall be punished by a fine not exceeding twenty dollars, or by confinement in any institution of instruction, house of reformation or suitable situation which shall be provided for the purpose, for a term not exceeding one year.

ART. 4. Three truant officers shall be annually chosen in the town of West Brookfield at its annual meeting, to serve for one year, whose duty it shall be to make complaint of all children who have violated any of the provisions of the Acts aforesaid or either of them.

ART. 5. It shall be the duty of every truant officer to inquire diligently concerning all persons between the ages aforesaid who seem to be idle, or vagrant, or who, whether employed or unemployed, appear to be growing up in ignorance, and to enter a complaint against any one found unlawfully absent from school or violating any of these by-laws.

ART. 6. It shall be the duty of every truant officer, prior to making any complaint before a justice, to notify the truant or absentee child and its parents or guardian, of the penalty for the offence. If he can obtain satisfactory pledges of reformation, which pledges shall subsequently be kept, he shall forbear to prosecute.

ART. 8. Any person who shall be chosen to, and shall accept the office of truant officer, and knowingly neglects the duties of said office, shall be subject to a fine not exceeding fifty dollars for every such offence.

ART. 9. The selectment of the town shall fix the amount of compensation of said truant officers for their services as they shall think just, and the same shall be paid out of the treasury of the town.

ART. 10. It shall be the duty of the school committee and the teachers of the Public Schools in said town, to report the names of any person or persons violating any or either of said Acts to the truant officers of the town, that they may be complained of therefor.

School Committee.—W. B. STONE, B. P. AIKEN, S. N. WHITE.

Approved, except Art. 7, that not conforming to Chap. 207 general statutes of 1862.

LINCOLN F. BRIGHAM, *Chief Justice Superior Court.*

WINCHENDON.

Rules and Regulations.—The following rules and regulations relating to the new school building, and the schools held therein, have been adopted by the committee. On trial they have proved to be judicious.

I. The Building.

1. A suitable man shall be employed to have charge of the building while the teachers are not present.

2. No scholar is allowed to interfere at any time with the furnaces, windows, ventilators, or bell; and for the present no scholar shall be allowed to enter the basement without permission.

3. Pupils shall not stand or walk upon desks, tables, or seats; run, wrestle, play ball, or engage in any rough sport in the school-rooms, halls, closets or basement; nor throw apples, or refuse food, or spit upon the floor; nor bring snow into the building. Suitable recreation, however, may be permitted in the halls or basement under the direction of the teacher.

4. All injuries to the building, furniture, apparatus, etc., such as breaking glass, cutting, marking, staining, shall be repaired immediately under the direction of the janitor at the expense of the perpetrator; with such other penalty as may be imposed. This regulation applies with equal force to the outbuildings.

5. Smoking shall not be allowed in the building, or on the premises.

II. The Schools.

1. Scholars shall be under the control of their respective teachers on the way to and from school, as well as in school.

2. The bell shall be rung a quarter of an hour before each session for two minutes; and shall be tolled three minutes before the beginning of school.

3. Every scholar must be in his place at the opening of school, and those who are not in their seats when the bell ceases to toll will be considered tardy. The halls will be open twenty minutes, and the rooms five minutes before school time.

4. The Primary and Intermediate departments shall have a recess of eight minutes every hour.

5. Pupils of the different departments shall not enter other school-rooms besides their own; and pupils in the lower stories shall not go into the upper halls, nor upon the stairs leading thereto, without special permission.

6. Those who are absent at the regular closing examination will not be admitted to school again without an examination by the committee, unless they shall give satisfactory reasons for their absence.

7. The provisions of the statutes in relation to truancy and absence, will be enforced as occasion may require.

School Committee.—A. P. MARVIN, C. H. WHEELER, IRA RUSSELL, C. J. RICE, W. L. WOODCOCK, N. D. WHITE, M. H. HITCHCOCK, C. A. LOUD, BETHUEL ELLIS, G. A. LITCHFIELD, WHEELER POLAND, W. N. WHITE.

WORCESTER.

Grades and Promotions.—At the age of five years pupils are admitted to the Primary Schools, where there are three steps of one year each. They then pass to the secondary or lower Grammar Schools, where they remain two years. Four years are next spent in completing the studies of the Grammar Schools; after which they should be well instructed in writing, reading, spelling, arithmetic, geography, history of the United States, English grammar and analysis, and to some extent in physiology. They now enter the High School. Here are two courses of study, the English course and the classical course, each occupying four years. It will thus be seen that a pupil who enters the lowest grade and passes along by regular promotions, will graduate from the highest at the age of eighteen. Each grade is a year in advance of the next lower; and the amount to be learned in each is designed to be as much as a pupil of average ability can accomplish in a year. If any pupils are prepared to enter a higher grade, they can do so at any time. But it is not often the case that a scholar can do the work of a year in six months. There are sometimes those who cannot complete the studies of a grade in the whole year. These are not promoted with their class, and do not always need another year to complete the studies of the grade. Occasionally, a nervous little girl, or a quiet, thoughtful boy who loves his book but does not love his play, can complete the studies of a grade in six months. But they are the very ones who ought to be encouraged to join in active sports, rather than stimulated to overwork, by the thought of promotion. These few exceptional cases, on both sides, only show that the general plan is not far from correct.

Training School.—This school, which has been established during the year, is located in the new house on Dix Street. It is composed of about two hundred and twenty-five primary scholars, in four rooms, and in four classes, all under the direction of two experienced and accomplished teachers. To instruct these children, and at the same time to acquire experience, and be instructed in methods of teaching, there is a practising class of eighteen young ladies. In each room two members of the practising class remain during the morning session, one as instructor and one as critic; and two others during the afternoon. Among these there is an exchange of duties once a month. At the noon intermission, after the children are dismissed, all the members of the practising class assemble for a lesson from the training teachers, one of whom conducts it the first hour and the other the second. At the same time criticisms on the work of the day, are freely made, both by the teachers and the young ladies themselves.

Each of these young ladies, then, at the end of the year, will have had an experience of one half year's solid teaching. She has been under the vigilant eye of an associate. Her instructor has been constantly at hand. She therefore aims to do nothing for which there is not a reason in her own mind; she loses her shyness, and is able calmly to face criticism and secure the great advantage which it brings; in studying to avoid the faults which are exposed in herself and others, she acquires a habit of thoughtful attention to her work, which presages a constant progress in the future. There can be no doubt that such a training for those who teach, is a far better preparation, than a much longer course of purely theoretical instruction or of chance experiment. The Training School is not necessarily connected with any particular method of teaching. The method of object teaching here employed, is not an entirely new thing. Every successful teacher has to some extent worked out and applied its more obvious principles. Those natural principles are here taught systematically. This method aims to awaken thought in the mind of the child; to teach him to use his senses and all his faculties; and, instead of confining him to the pages of a book, to open his eyes to every object and his ears to every sound, so that during his wakeful hours a book is always before him—the page imprinted upon his senses by surrounding objects. Of the general correctness of this method, there can be no doubt. Concerning the extent of its application, there may be a difference of opinion. Practically, as it is applied here, children are interested and instructed in a great deal of useful knowledge, while they improve no less rapidly in what is usually taught.

The number of pupils registered in the schools is greater than the number returned by the assessors. A reason for this is that many belong to the schools who are more than fifteen years of age, many have reached the age of five since May, when the census was taken, and others have moved into the city. But this will not account for all the discrepancy. It is probable that the number returned by the assessors is too small. The per cent. of attendance has decreased since last year, except in the High School. This is not a pleasing fact. The number of absences is as great as it would be if six hundred and eleven of the pupils had been absent the whole year, or as if each pupil had been absent forty-one half days—a half day each week. There can be no necessity for so much absence. It indicates an alarming negligence on the part of parents.

In Prussia, a child on arriving at the suitable age is “due at school.” Our laws on this subject are not very strict. But the moral obligation remains. The teacher has the first claim upon a scholar who has once entered school; and it is not merely courtesy, but it is the duty

of the parent to explain the cause of every absence and to prevent its recurrence.

A law of the State requires every child under a certain age to attend school a part of the year. But this law is not strictly enforced. There are children in this city under twelve years of age who do not attend school at all. We are quite stringent, however, in our "dog laws." These little animals, without collars, we regard as wild beasts; and we do not tolerate them in the street. But children without education are far more dangerous. Why should not the school law be enforced as strictly as the other?

Three per cent. of all our pupils belong to the High School. This rate is too small. In Providence, five per cent. of the pupils are in the High School. About three and eight-tenths per cent. of the pupils in the centre district belong to the highest grade of Grammar Schools; and twenty-six per cent. belong to the Grammar Schools of all grades. Over eighteen per cent. are in the Secondary Schools. More than fifty per cent. are in the Primary Schools. It is remarkable that the average age of pupils in Primary Schools—highest grade—is nine years and three months, while the average age of all pupils belonging to our schools, is only nine years and seven months.

Thus it appears that the Primary Schools are the strategical point. Here the foundation is laid for scholarship in the higher grades; and to more than half our pupils, what is here done is both foundation and superstructure. Good teaching in the lower schools gives the right direction and stimulus to scholars at the outset; and by awakening an interest in study it helps to retain them in the schools. It is a mistake to suppose that every person can teach a Primary School. These schools need the most skilful teachers. We employ the most careful gardener to cultivate the tender blade, not the vigorous stalk.

Moral Education.—The business of education in the schools is not limited to the subjects of the text-books. Whatever affects the health of pupils should be carefully watched. Good manners, politeness and habits of kindness, should be inculcated. The moral character of actions, the duty which each child owes to himself, to society and to his Creator, can often be enforced by a word "fitly spoken;" and there are, in the city, many children wholly uninstructed in all these things, except as they are taught in the schools. A little incident, seized upon at the right moment, will often point a moral more effectually than the most eloquent appeal at any other time, and thus, it may be, turn a child from a vicious life.

The field of moral and religious truth is so broad, the things about which Christian men agree, are so many more than those about which they differ, that these opportunities for benefiting the child, may be

improved by the judicious teacher, without fear of offence to those of opposite beliefs. But it is not by direct means chiefly, that moral culture is to be secured in our schools. It is by the silent, pervasive influence of a well-formed character, and a conscientious devotion to duty on the part of the teachers.

The High School Medal Fund.—This fund of one thousand dollars was donated in the year 1859 by Governor Bullock, then mayor of the city, the yearly proceeds to be used “to encourage merit in both sexes in the High School.” For seven years the interest was applied in purchasing medals, known as the Bullock prizes, to be distributed among meritorious scholars. But the good results expected, were not realized from this method of applying the proceeds of the fund. Accordingly, with the consent of the donor, in February, 1868, its name was changed to “The Bullock Fund for the High School Library and Apparatus;” “the annual income to be hereafter applied to the uses of the library and apparatus of said school.” At the same time, for the purpose of opening the way to the further increase of this fund, the sum of one hundred dollars was contributed by a gentleman of the school board whose devotion to the interest of our schools is unsurpassed. The same gentleman has also proposed to place in the school-rooms of three Grammar masters a set of Chambers’ Encyclopædia. This is to be the nucleus of a “Library of Reference Books” for each of the Grammar Schools, than which nothing is more needed or more useful. The only such books now supplied are Webster’s Dictionary and Lippincott’s Gazetteer. Mention is here made of these additional donations, both because it is due the disinterested liberality of the donor—our esteemed fellow-citizen, George Jaques, Esq.,—and because it is believed that other gentlemen of like liberality will desire to aid in carrying out the design.

Superintendent.—ALBERT P. MARBLE.

AN ABSTRACT

OF THE SCHOOL RETURNS MADE BY THE SCHOOL
COMMITTEES OF THE SEVERAL TOWNS AND
CITIES IN THE COMMONWEALTH, FOR
THE SCHOOL YEAR 1868-9.

BOARD OF EDUCATION.

BARNSTABLE COUNTY.

T O W N S.	Population - State Census, 1865.	Valuation - 1865.	No. of Schools.	Amount expended in 1868 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1868.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1868.
						In Sum'r.	In Winter.	In Sum'r.	In Winter.		
Barnstable, .	4,913	\$2,265,407	27	-	\$500 00	901	1,147	740	847	19	924
Brewster, .	1,459	801,452	8	-	100 00	255	299	173	261	6	287
Chatham, .	2,637	1,100,543	13	\$3,000 00	318 37	565	614	414	457	47	587
Dennis, .	3,512	1,181,339	16	-	-	759	834	577	703	2	858
Eastham, .	757	219,948	4	-	-	118	158	96	136	5	132
Falmouth, .	2,294	1,375,661	13	-	200 00	355	380	278	318	4	424
Harwich, .	3,540	1,025,217	20	-	250 00	700	891	501	679	29	798
Orleans, .	1,586	558,858	9	-	140 00	307	364	217	310	1	308
Provincetown, .	3,475	1,576,145	12	-	-	744	788	534	656	-	743
Sandwich, .	4,105	1,669,105	24	-	90 00	682	674	501	588	22	858
Tauro, .	1,448	361,717	7	-	200 00	212	296	178	270	5	264
Wellfleet, .	2,298	700,165	15	-	530 00	434	534	353	446	2	499
Yarmouth, .	2,465	1,440,641	9	-	-	375	398	302	341	2	382
Total, .	34,489	\$14,276,198	177	\$3,000 00	\$2,328 37	6,407	7,377	4,804	6,012	144	7,074

BERKSHIRE COUNTY.

Adams, .	8,298	\$3,350,551	35	\$47,852 97	\$342 71	1,442	1,499	1,039	1,157	29	1,834
Alford, .	461	340,490	4	-	-	45	83	45	46	2	63
Becket, .	1,393	478,120	12	-	-	282	323	205	266	16	353

SCHOOL RETURNS.

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Cheshire, .	1,650	\$675,997	9	-	-	285	269	187	120	12	19	348
Clarksburg, .	530	133,234	4	-	\$20 00	109	92	70	69	6	6	168
Dalton, .	1,137	988,160	8	\$2,766 67	16 99	238	239	190	189	8	19	283
Egremont, .	928	587,619	5	-	50 00	161	178	123	135	3	24	192
Florida, .	1,173	152,523	6	-	-	174	180	140	142	7	23	189
Gt. Barrington, .	3,920	2,177,071	20	-	-	692	740	429	559	38	28	891
Hancock, .	967	490,299	8	-	57 96	151	154	106	113	7	19	187
Hinsdale, .	1,517	801,755	10	-	-	302	304	245	248	12	13	332
Lanesborough, .	1,295	661,048	7	-	250 00	248	157	132	113	2	14	309
Lee, .	4,034	1,682,411	17	-	-	788	712	577	582	22	28	943
Lenox, .	1,667	827,539	9	450 00	-	315	336	218	244	7	57	368
Monterey, .	737	292,117	9	-	25 00	148	159	112	113	7	8	181
Mt. Washington, .	233	87,676	2	-	-	48	56	32	44	3	18	61
New Ashford, .	178	108,662	2	-	12 75	34	36	18	24	1	7	41
N. Marlborough, .	1,649	615,727	11	-	150 00	332	329	223	228	1	26	397
Otis, .	962	311,595	9	-	-	213	205	146	157	7	34	202
Peru, .	494	214,930	6	-	-	95	102	76	76	10	15	106
Pittsfield, .	9,679	6,378,878	34	-	2,500 00	1,766	1,947	1,294	1,320	32	187	2,062
Richmond, .	913	502,277	6	-	81 14	195	201	135	140	11	14	237
Sandisfield, .	1,411	612,943	13	-	-	297	347	205	240	8	56	321
Savoy, .	866	272,400	9	-	68 00	176	193	135	144	7	39	194
Sheffield, .	2,461	1,206,820	14	-	150 00	429	453	266	295	18	60	478
Stockbridge, .	1,967	1,323,883	12	-	268 00	366	428	248	311	16	86	430
Tyringham, .	650	299,594	5	5,684 49	20 00	114	103	84	75	7	15	152
Washington, .	859	289,398	7	-	20 00	125	142	81	117	18	26	204
W. Stockbridge, .	1,621	613,816	8	-	-	336	385	217	249	14	43	351
Williamstown, .	2,363	1,160,587	18	5,430 61	60 00	511	608	383	445	16	71	665
Windsor, .	753	303,324	10	-	100 00	141	160	111	127	6	31	160
Total, .	56,966	\$27,937,444	329	\$62,184 74	\$4,354 55	10,558	11,120	7,475	8,088	353	1,170	12,702

BOARD OF EDUCATION.

BARNSTABLE COUNTY—CONTINUED.

T O W N S .	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1888-9.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	SUMMER.		WINTER.		Males.	Fem.								
	Males.	Fem.	Males.	Fem.										
Barnstable, .	5	21	6	21	6	23	214	7.18	\$87 00	\$34 00	\$8,800 00	\$1,000 00	\$350 00	\$2,000 00
Brewster, .	-	8	3	5	3	11	60	7.10	50 00	30 00	2,000 00	-	80 00	-
Chatham, .	1	12	1	12	2	16	115.15	9.4	100 00	24 60	3,700 00	-	235 00	-
Dennis, .	4	13	5	10	7	14	131.10	8.10	58 25	26 62	5,000 00	324 00	145 00	-
Eastham, .	-	4	3	1	3	5	25.10	6.8	44 88	28 60	900 00	-	70 00	-
Falmouth, .	3	10	5	9	5	16	98.5	8	53 83	26 26	3,000 00	-	231 65	10,000 00
Harwich, .	1	19	10	9	13	19	142	7.16	35 50	19 75	2,500 00	200 00	125 00	-
Orleans, .	1	8	4	5	5	10	72	8	67 40	20 66	2,300 00	170 00	120 00	-
Provincetown, .	4	12	4	14	7	15	120	10	72 50	21 78	6,350 00	-	105 00	-
Sandwich, .	1	19	10	14	12	24	165	7.15	59 45	25 15	5,500 00	-	255 92	2,500 00
Truro, .	-	6	6	1	6	6	43.15	6.15	51 00	20 00	1,500 00	-	100 00	-
Wellfleet, .	1	12	5	10	5	13	128	8.11	68 50	30 00	4,800 00	-	100 00	-
Yarmouth, .	1	9	3	9	4	10	81	9	80 00	39 00	4,000 00	-	128 00	16,000 00
Total, .	22	153	65	120	78	182	7.18	-	\$63 72	\$26 65	\$50,450 00	\$1,694 00	\$2,045 57	\$30,500 00

BERKSHIRE COUNTY—CONTINUED.

Adams, .	3	31	8	33	8	43	315.18	9.9	\$75 11	\$35 08	\$12,000 00	-	\$475 00	\$1,000 00
Alford, .	-	4	1	1	1	5	23	8	85 00	20 00	400 00	\$100 00	10 00	-
Becket, .	-	12	3	10	3	16	74	6.3	32 83	22 37	1,200 00	421 80	70 00	906 50

SCHOOL RETURNS.

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Cheshire,	10	2	10	2	12	62	6.17	\$37 50	\$28 00	\$1,500 00	-	\$30 00	-
Clarksburg,	-	2	4	22.10	4	5.12	5.12	37 00	21 00	500 00	\$80 00	25 00	\$357 01
Dalton,	8	2	10	60.15	10	7.12	7.12	-	29 60	2,000 00	-	80 00	-
Egremont,	5	2	3	34.15	6	7.11	7.11	32 75	27 00	800 00	374 29	26 00	-
Florida,	7	2	10	28.14	10	4.15	4.15	-	27 00	600 00	102 50	35 50	200 00
Gt. Barrington,	21	3	19	170.8	35	8.10	8.10	100 00	30 00	6,400 00	560 00	105 00	960 66
Hancock,	2	3	4	47	9	6.14	6.14	15 71	22 50	700 00	-	15 00	200 00
Hinsdale,	10	1	9	72.5	17	7.5	7.5	35 00	25 84	2,000 00	-	75 00	-
Lanesborough,	6	2	4	42.17	6	6.4	6.4	28 75	20 00	800 00	216 00	26 00	1,600 00
Lee,	15	1	15	113.6	20	7.15	7.15	130 00	22 50	4,297 08	52 25	100 00	1,600 00
Lenox,	7	4	4	66.17	9	8.7	8.7	53 00	30 00	3,100 00	135 00	79 00	2,500 00
Monterey,	9	2	6	53	10	6.15	6.15	25 00	24 00	800 00	500 00	28 00	1,734 20
Mt. Washington,	2	2	2	14.1	2	7	7	37 00	22 00	200 00	238 00	20 00	100 00
New Ashford,	2	1	2	14	3	14	14	39 00	13 69	200 00	60 00	10 00	-
N. Marlborough,	11	1	10	83.16	15	7.2	7.2	32 00	24 74	1,500 00	589 51	51 50	-
Oas,	10	1	9	55.2	17	6.2	6.2	30 00	20 58	800 00	415 00	29 65	-
Peru,	6	1	6	38.18	9	6.10	6.10	28 00	19 90	600 00	180 00	40 00	370 50
Pittsfield,	37	7	36	310.4	48	9.2	9.2	94 45	30 94	15,400 00	124 00	1,057 00	-
Richmond,	6	1	5	43.10	7	7.5	7.5	38 00	21 00	750 00	700 00	30 00	-
Sandisfield,	11	3	10	86.7	18	6.18	6.18	35 34	21 18	1,200 00	648 00	93 50	1,290 00
Savoy,	9	4	3	57.9	9	6.8	6.8	35 54	22 42	922 18	702 30	40 00	1,297 00
Sheffield,	14	4	10	122.2	20	8.10	8.10	34 00	26 00	2,500 00	1,000 00	107 00	1,600 00
Stockbridge,	1	1	10	85.10	14	9.2	9.2	120 00	25 00	3,000 00	18 00	168 25	3,000 00
Tyringham,	4	1	4	32	8	6.8	6.8	24 00	24 50	700 00	175 00	28 00	-
Washington,	6	3	5	41	7	5.19	5.19	36 16	19 00	800 00	144 44	46 50	-
W. Stockbridge,	1	4	5	50.19	8	6.4	6.4	41 00	26 72	1,200 00	393 00	45 00	800 00
Williamstown,	16	2	14	133.18	20	8.5	8.5	60 00	24 62	3,000 00	-	66 75	585 00
Windsor,	10	3	7	61.10	15	6.3	6.3	36 34	26 24	800 00	950 00	50 00	-
Total,	14	72	269	7.7	432	-	-	\$16 84	\$24 30	\$70,639 26	\$8,879 09	\$3,062 65	\$20,100 87

BARNSTABLE COUNTY—CONCLUDED.

TOWNS.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1899.	
			Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.		Aggregate paid for Tuition.
					Months.	Days.								
Barnstable, .	\$160 00	-	1	-	-	-	-	-	-	1	45	\$1,000 00	\$130 50	
Brewster, .	-	-	1	-	-	-	-	-	-	-	-	-	193 95	
Chatham, .	-	-	1	Taxation,	9.10	-	\$1,000 00	-	-	-	-	-	237 15	
Dennis, .	-	-	1	Taxation,	9	-	540 00	-	-	-	-	-	-	
Eastham, .	-	-	1	-	-	-	-	-	-	-	-	-	-	
Falmouth, .	950 00	-	1	Tax'n in part,	6	-	1,000 00	1	10	\$125 00	1	41	600 00	
Harwich, .	-	-	1	-	-	-	-	-	-	-	-	-	-	
Orleans, .	-	-	1	-	-	-	-	-	-	-	-	-	134 66	
Provincetown, .	-	-	1	Taxation,	10	-	900 00	-	-	-	2	40	180 00	
Sandwich, .	200 00	-	1	Taxation,	10	-	800 00	1	45	250 00	-	-	-	
Truro, .	-	-	1	-	-	-	-	-	-	-	-	-	124 43	
Wellfleet, .	-	-	1	Taxation,	10.10	-	800 00	-	-	-	-	-	176 72	
Yarmouth, .	900 00	-	1	Taxation,	9	-	1,000 00	-	-	-	-	-	151 52	
Totals, .	\$2,210 00	-	7	-	-	-	\$6,040 00	2	65	\$375 00	4	126	\$1,780 00	\$1,730 95

BERKSHIRE COUNTY—CONCLUDED.

Adams, .	-	-	2	Taxation,	9.3*	-	\$1,300 00	-	-	-	2	70	\$550 00	\$403 24
Alford, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Becket, .	\$75 00	-	-	-	-	-	-	-	-	-	2	50	421 80	139 21

SCHOOL RETURNS.

vii

Cheshire, . . .	-	-	-	-	-	-	-	-	3	40	\$740 00	\$143 94
Clarksburg, . .	\$21 42	-	-	-	-	-	-	-	1	17	36 00	99 43
Dalton, . . .	-	-	-	-	-	-	-	-	-	-	-	123 11
Egremont, . . .	-	-	-	-	-	-	-	-	-	-	-	110 04
Florida, . . .	-	-	-	-	-	-	-	-	-	-	-	113 61
Gt. Barrington, .	12 00	-	-	-	-	-	-	-	-	-	-	210 70
Hancock, . . .	57 64	-	-	-	-	-	-	-	5	100	2,100 00	112 88
Hinsdale, . . .	12 00	-	-	-	-	-	-	-	1	24	96 00	141 86
Lanesborough, . .	-	-	-	-	-	-	-	-	-	-	-	128 98
Lee, . . .	106 32	-	-	-	-	-	-	-	-	-	-	247 55
Lenox, . . .	98 07	-	-	-	-	-	-	-	2	20	300 00	135 04
Monterey, . . .	150 00	-	-	-	-	-	-	-	1	20	800 00	107 96
Mt. Washington, .	107 39	-	-	-	-	-	-	-	-	-	-	87 50
New Ashford, . .	7 71	-	-	-	-	-	-	-	-	-	-	83 91
N. Marlborough, .	-	-	-	-	-	-	-	-	-	-	-	150 95
Otis, . . .	-	\$327 52	-	-	-	-	-	-	-	-	-	116 67
Peru, . . .	-	-	-	-	-	-	-	-	-	-	-	95 08
Pittsfield, . . .	22 23	-	-	-	-	-	-	-	-	-	-	471 24
Richmond, . . .	-	-	-	-	-	-	-	-	7	150	10,000 00	120 08
Sandisfield, . . .	-	-	-	-	-	-	-	-	-	-	-	140 54
Savoy, . . .	77 40	-	-	-	-	-	-	-	-	-	-	-
Sheffield, . . .	77 82	-	-	-	-	-	-	-	1	8	68 00	-
Stockbridge, . . .	96 00	-	-	-	-	-	-	-	2	24	400 00	-
Tyringham, . . .	200 00	-	-	-	-	-	-	-	4	64	4,500 00	-
Washington, . . .	-	-	-	-	-	-	-	-	-	-	-	164 59
W. Stockbridge, .	-	-	-	-	-	-	-	-	-	-	-	113 83
Williamstown, . .	-	-	-	-	-	-	-	-	2	45	18,000 00	187 89
Windsor, . . .	35 00	-	-	-	-	-	-	-	-	-	-	110 03
Total, . . .	\$1,156 00	10	-	-	-	-	-	-	33	632	\$38,011 80	\$4,059 89
		\$455 35	-	-	-	-	-	-			\$2,640 00	
			-	-	-	-	-	-	73			
			-	-	-	-	-	-	2			

* Average.

BRISTOL COUNTY.

T O W N S .	Population - State Census, 1865.	Valuation—1865.	No. of Schools.	Amount expended in 1868 for Directing School-Houses.	Amount paid for Re- pairing, &c., in 1868.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1868.
						In Sum'r.	In Winter.	In Sum'r.	In Winter.			
Acushnet, .	1,251	\$656,500	9	-	-	225	217	154	163	7	47	261
Attleborough, .	6,200	2,201,660	29	-	\$800 00	1,194	1,223	973	1,006	24	118	1,405
Berkley, .	888	316,002	6	-	126 37	127	178	92	144	9	37	178
Dartmouth, .	3,434	2,432,270	18	\$11,300 00	100 00	601	638	385	470	14	92	750
Dighton, .	1,815	776,779	11	-	75 00	308	355	228	270	13	88	317
Easton, .	3,084	1,930,900	14	-	300 00	729	775	566	626	6	60	748
Fairhaven, .	2,548	1,778,217	13	-	-	509	531	389	411	11	72	504
Fall River, .	17,525	12,632,419	50	19,289 87	5,987 00	4,158	3,524	2,946	3,211	8	264	4,764
Freetown, .	1,484	706,117	8	-	50 00	256	288	205	225	15	43	306
Mansfield, .	2,131	750,442	9	-	50 00	420	453	327	358	24	24	467
New Bedford, .	20,863	20,525,790	23	18,000 00	2,972 19	3,534	3,579	2,971	3,045	-	310	3,279
Norton, .	1,709	842,527	8	-	148 46	282	273	221	212	8	33	320
Raynham, .	1,868	1,115,026	8	-	400 00	293	302	243	256	4	26	313
Rehoboth, .	1,843	764,906	15	-	-	350	385	280	308	28	83	357
Seekonk, .	929	496,844	8	-	100 00	165	184	127	142	10	21	169
Somerset, .	1,791	865,618	6	-	5 00	326	367	242	294	11	29	422
Swansea, .	1,335	755,680	10	-	521 58	232	269	163	214	6	56	243
Taunton, .	16,005	8,463,074	53	1,400 00	1,800 00	3,228	3,080	2,386	2,387	24	377	3,427
Westport, .	2,802	1,453,897	21	-	1,200 00	560	592	388	438	38	139	497
Total, .	89,505	\$59,464,668	318	\$49,989 37	\$14,635 60	17,497	17,208	13,286	14,180	260	1,864	18,727

SCHOOL RETURNS.

ix

DUKES COUNTY.

Chilmark, .	547	\$350,801	3	-	-	\$256 03	87	105	71	89	4	17	103
Edgartown, .	1,846	1,035,467	8	-	-	-	280	267	235	221	-	33	312
Gosnold, .	108	112,993	1	+	-	-	16	11	11	8	-	2	19
Tisbury, .	1,699	684,714	9	-	-	-	298	324	252	277	18	76	370
Total, .	4,200	\$2,183,975	21	-	-	\$256 03	681	707	569	595	22	128	804

BOARD OF EDUCATION.

BRISTOL COUNTY—CONTINUED.

T O W N S .	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1868-9.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	SUMMER.		WINTER.		Males.				Females.					
	Males.	Fem.	Males.	Fem.	Males.	Females.			Males.	Females.				
Acushnet, .	9	1	8	1	12	76.19	8.11	\$30 00	\$25 20	\$2,000 00	-	\$93 00	-	
Attleborough, .	27	4	26	5	34	220.10	8.12	68 50	32 25	11,000 00	-	350 00	\$11,800 00	
Berkley, .	6	5	2	6	6	37.15	6.6	36 55	22 15	1,000 00	-	45 00	-	
Dartmouth, .	23	5	13	5	23	146.11	7.13	42 00	25 00	4,500 00	-	98 62	-	
Dighton, .	11	-	12	-	15	81.15	7.9	-	28 56	2,500 00	-	95 00	-	
Easton, .	2	14	6	15	20	104.6	7.9	63 33	28 50	4,800 00	\$700 00	161 75	-	
Fairhaven, .	2	14	3	15	3	116.13	8.19	73 33	26 95	5,000 00	-	175 00	5,000 00	
Fall River, .	6	69	6	69	7	536.10	10.14	116 95	37 44	38,200 00	-	1,977 50	-	
Freetown, .	1	7	1	7	11	67.7	8.8	33 33	23 83	1,800 00	-	69 55	-	
Mansfield, .	11	-	11	-	15	58.5	6.9	-	29 10	2,101 50	-	115 00	700 00	
New Bedford, .	7	74	7	75	7	243.16	10.12	136 88	44 66	47,500 00	-	2,136 00	-	
Norton, .	8	1	7	1	12	50.15	6.7	60 00	28 53	1,600 00	-	69 50	-	
Raynham, .	1	7	1	7	10	48.15	6.2	47 50	31 93	1,700 00	-	114 00	-	
Rehoboth, .	15	1	14	1	20	90	6	41 00	29 30	2,440 00	36 00	67 00	3,000 00	
Seekonk, .	-	9	8	-	15	53.18	6.17	-	23 55	1,222 51	28 00	65 00	-	
Somerset, .	-	9	1	8	13	37	6.2	47 00	29 00	1,521 00	-	138 60	-	
Swansea, .	-	10	5	5	11	60	6	46 20	24 40	1,893 43	-	86 00	-	
Taunton, .	4	60	4	60	4	482.5	9.5	120 00	36 53	27,298 73	-	1,200 00	8,500 00	
Westport, .	1	20	5	16	21	147.9	7.7	46 34	21 05	3,800 00	250 00	135 00	-	
Total, .	27	403	56	378	59	8.7	-	\$63 06	\$28 84	\$161,877 17	\$1,014 00	\$7,211 52	\$29,000 00	

SCHOOL RETURNS.

xi

DUKES COUNTY—CONTINUED.

Chilmark, .	1	3	2	1	2	3	18	6	\$45 00	\$25 50	\$500 00	-	\$50 42	-
Edgartown.	1	9	1	9	1	9	56.5	7.2	80 00	22 65	2,200 00	-	150 00	-
Gosnold, .	5	1	-	1	-	1	6	6	-	26 50	75 00	-	21 00	-
Tisbury, .	5	7	4	7	5	8	54	6	43 83	18 50	2,000 00	-	95 00	\$5,000 00
Total, .	6	20	7	18	8	21	6.8	-	\$56 28	\$23 29	\$4,775 00	-	\$316 42	\$5,000 00

BRISTOL COUNTY—CONCLUDED.

TOWNS.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, printed or not.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.		
			Number.	How supported.	LENGTH.		Salary of Principal.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.
					Months.	Days.						
Acushnet, .	\$648 00	-	2	Taxation,	10*	-	\$1,000 00	-	-	-	-	-
Attleborough, .	-	-	1	-	-	-	-	-	-	-	-	-
Berkley, .	-	-	1	Taxation,	9	-	500 00	-	-	-	-	-
Dartmouth, .	-	-	1	-	-	-	-	-	-	-	-	-
Dighton, .	-	-	1	Taxation,	10	-	650 00	-	-	-	-	\$40 00
Easton, .	300 00	-	1	Taxation,	9.10	-	1,200 00	-	-	-	20	550 00
Fairhaven, .	-	-	1	Taxation,	10.15	-	1,500 00	-	-	-	15	1,140 00
Fall River, .	-	-	1	-	-	-	-	-	-	-	64	-
Freetown, .	60 00	-	1	-	-	-	-	-	-	-	3	-
Mansfield, .	-	-	1	-	-	-	-	-	-	-	2	-
New Bedford, .	-	-	1	Taxation,	10.12	-	1,800 00	60	\$6,000 00	17	150	1,200 00
Norton, .	-	-	1	-	-	-	-	96	6,000 00	1	300	5,500 00
Raynham, .	180 00	-	1	-	-	-	-	-	-	1	30	300 00
Rehoboth, .	-	-	1	-	-	-	-	-	-	4	20	100 00
Seekonk, .	-	-	1	-	-	-	-	-	-	-	-	-
Somerset, .	-	-	1	-	-	-	-	-	-	-	-	-
Swansea, .	-	-	1	-	-	-	-	-	-	1	15	20 00
Taunton, .	850 00	-	1	Taxation,	10	-	1,500 00	60	2,400 00	2	24	50 00
Westport, .	-	-	1	Taxation,	9	-	700 00	-	-	6	90	1,500 00
Total, .	\$2,038 00	-	9	-	-	-	-	216	\$14,400 00	39	728	\$10,400 00
												\$5,063 13

Town's share of School Fund, payable January 25, 1899.

DUKES COUNTY—CONCLUDED.

Chilmark, .	-	-	-	-	-	-	-	-	-	-	-	-	\$92 24
Edgartown, .	-	-	-	-	-	-	-	-	-	-	-	-	139 02
Gosnold, .	-	-	-	-	-	-	-	-	-	-	-	-	77 84
Tisbury, .	-	-	-	-	-	-	-	-	-	-	-	-	144 51
Total, .	-	-	-	-	-	-	-	-	-	-	-	-	\$153 61

* Average.

ESSEX COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation - 1865.	No. of Schools.	Amount expended in 1868 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1868.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1868.
						In Sum'r.	In Winter.	In Sum'r.	In Winter.			
Amesbury,	4,210	\$1,677,632	24	\$6,300 00	\$50 00	843	859	703	685	5	61	786
Andover,	5,309	2,702,426	19	2,121 11	1,988 43	1,009	903	728	695	26	153	866
Beverly,	5,914	3,359,216	20	-	600 00	1,083	1,084	852	855	-	87	1,152
Boxford,	868	631,942	6	-	600 00	168	185	137	149	1	43	178
Bradford,	1,567	832,083	5	-	109 17	303	306	231	250	3	39	361
Danvers,	5,144	2,237,630	17	-	200 00	1,077	1,113	882	891	9	100	1,185
Essex,	1,630	912,417	9	-	45 00	327	384	266	322	10	49	374
Georgetown,	1,926	760,473	10	-	-	422	406	361	344	4	60	390
Gloucester,	11,933	4,505,390	34	13,442 45	1,290 00	2,739	3,019	2,176	2,490	-	294	2,851
Groveland,	1,620	666,119	6	5,000 00	1,700 00	288	274	218	215	7	13	362
Hamilton,	800	481,423	4	-	200 00	130	127	104	94	3	21	152
Haverhill,	10,660	4,488,107	42	7,143 94	755 78	2,016	1,974	1,631	1,674	10	122	2,217
Ipswich,	3,311	1,556,491	12	-	350 00	536	523	429	397	8	48	600
Lawrence,	21,733	11,240,191	56	24,631 29	1,754 22	2,889	3,286	2,434	2,721	2	149	4,359
Lynn,	20,800	10,053,309	45	-	2,930 93	4,463	4,237	3,504	3,298	3	175	5,235
Lynnfield,	725	604,617	4	-	82 03	156	135	123	106	1	28	150
Manchester,	1,643	766,383	8	-	-	349	345	276	264	1	30	352
Marblehead,	7,330	2,131,268	19	-	-	1,312	1,304	1,092	1,088	-	93	1,341
Methuen,	2,575	1,292,951	13	14,000 00	-	479	505	343	404	3	76	545
Middleton,	922	392,445	5	-	86 21	206	219	161	175	10	30	204
Nahant,	313	517,194	2	-	11 31	68	75	53	65	-	6	75
Newbury,	1,363	767,849	9	-	135 00	210	209	175	164	16	19	245
Newburyport,	12,980	7,659,960	35	-	-	2,156	2,169	1,787	1,766	-	136	2,909

SCHOOL RETURNS.

XV

No. Andover,	2,622	\$1,830,829	12	-	-	\$2,500 00	430	418	364	344	2	45	502
Peabody,	6,050	3,819,766	15	-	-	683 36	1,274	1,283	1,027	1,019	7	54	1,439
Rockport,	3,387	1,279,717	11	-	-	50 00	750	896	598	604	-	214	816
Rowley,	1,196	511,171	6	-	-	2,095 76	234	208	182	155	1	30	245
Salem,	21,197	16,192,359	54	\$14,000 00	-	675 00	3,242	3,327	2,427	2,536	-	180	5,157
Salisbury,	3,909	1,680,089	14	-	-	1,000 00	584	547	434	443	8	81	774
Saugus,	2,006	1,300,074	9	-	-	1,504 49	400	384	319	321	1	12	447
Swampscott,	1,619	1,449,859	6	-	-	10 73	351	346	272	283	-	17	332
Topsfield,	1,212	687,610	5	3,364 86	-	25 00	218	239	168	176	6	24	235
Wenham,	915	463,558	5	-	-	353 97	172	199	142	170	2	13	199
W. Newbury,	2,088	940,919	11	-	-		422	452	334	344	14	35	421
Total,	171,192	\$90,393,467	552	\$90,003 65	\$21,766 39		31,356	32,140	25,033	25,507	162	2,542	37,456

ESSEX COUNTY—CONTINUED.

TOWNS.	NO. OF TEACHERS IN PUBLIC SCHOOLS.						Number of different persons employed as Teachers in Public Sch's.		Aggregate Length of Public Schools for the year, in Months.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1868-9.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	SUMMER.			WINTER.			Males.	Fem.			Males.	Females.				
	Males.	Fem.		Males.	Fem.											
Amesbury,	4	20	4	20	6	22	167.4	6.19	\$68 12	\$24 62	\$6,000 00	\$6,000 00	-	\$226 00	\$120,000 00	
Andover,	2	22	2	23	2	31	163.18	8.12	138 19	30 72	7,200 00	7,200 00	-	681 00	3,000 00	
Beverly,	3	19	3	19	4	23	200	10	94 67	29 00	10,800 00	10,800 00	\$50 00	1,036 00	3,852 00	
Boxford,	2	6	6	1	6	7	37.18	6.14	47 33	25 75	1,000 00	1,000 00	-	125 00	-	
Bradford,	2	7	2	5	4	9	48.5	9.13	83 75	30 78	3,000 00	3,000 00	-	84 00	-	
Danvers,	4	18	6	16	8	19	159	9.6	67 83	26 40	7,985 00	7,985 00	-	325 00	-	
Essex,	1	10	4	5	5	10	79.17	8.17	62 00	25 35	2,500 00	2,500 00	50 00	166 45	-	
Georgetown,	1	10	1	10	1	12	83.5	8.7	86 48	27 75	2,850 00	2,850 00	-	205 50	-	
Gloucester,	2	61	8	59	8	80	304.15	10.3	111 57	31 16	22,500 00	22,500 00	-	1,700 72	-	
Groveland,	-	6	1	5	1	8	47.13	7.19	60 00	33 00	1,695 00	1,695 00	-	78 00	-	
Hamilton,	-	4	4	-	4	4	28.19	7.05	45 00	23 75	900 00	900 00	45 00	42 25	-	
Haverhill,	3	43	10	36	12	46	373.15	8.18	106 95	40 15	20,600 00	20,600 00	-	560 75	-	
Ipswich,	4	9	5	8	5	10	109.16	9.3	60 40	23 10	4,400 00	4,400 00	-	95 00	7,000 00	
Lawrence,	3	64	4	63	4	67	560	10	166 66	43 48	39,585 34	39,585 34	-	1,654 00	-	
Lynn,	5	69	6	68	7	87	450	10	150 00	43 65	44,057 84	44,057 84	-	1,428 70	-	
Lynnfield,	-	4	-	4	-	4	35.5	8.16	-	29 00	1,100 00	1,100 00	-	65 75	-	
Manchester,	1	10	1	8	1	15	73.12	9.4	75 00	24 95	2,500 00	2,500 00	-	195 00	5,600 00	
Marblehead,	2	22	2	22	2	25	198.10	10.10	100 00	25 00	10,000 00	10,000 00	-	88 00	-	
Methuen,	1	11	7	6	7	12	81.5	6.5	62 43	27 18	3,800 00	3,800 00	-	205 00	-	
Middleton,	-	5	-	5	-	7	38	7.12	-	29 83	1,250 00	1,250 00	-	64 50	-	
Nahant,	1	1	1	1	2	1	21	11.5	70 83	37 50	1,600 00	1,600 00	-	67 00	20,000 00	
Newbury,	-	8	2	7	2	11	62.16	7	30 00	21 83	1,300 00	1,300 00	120 00	79 25	65,000 00	
Newburyport,	7	42	7	43	7	42	270	10	97 50	36 64	22,500 00	22,500 00	-	165 00	-	

SCHOOL RETURNS.

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No. Andover,	2	10	2	10	3	18	108.3	9	\$100 00	\$27 60	\$5,250 00	-	\$250 00	\$700 00
Peabody,	5	21	5	21	6	24	149.10	9.19	119 50	37 65	14,900 00	-	592 00	3,000 00
Rockport,	-	15	3	15	3	23	90.10	8.10	48 24	28 82	4,741 66	-	276 00	-
Rowley,	1	6	1	6	1	7	39	8.4	80 00	24 00	1,500 00	-	85 00	-
Salem,	8	58	9	58	10	62	575.15	10.15	145 57	44 71	46,112 77	-	2,135 00	4,000 00
Salisbury,	3	11	7	11	7	11	119.4	8.10	51 63	23 05	4,000 00	-	165 00	-
Saugus,	-	10	-	10	-	11	90	10	-	33 33	3,600 00	-	160 00	-
Swampscott,	1	6	1	6	1	7	64.10	10.15	100 00	29 17	4,500 00	-	173 44	-
Topsfield,	-	5	3	5	3	5	32.9	6.9	41 67	26 80	1,000 00	-	47 83	-
Wenham,	-	5	-	5	-	5	41	8.4	-	30 30	1,200 00	-	97 00	-
W. Newbury,	-	11	3	9	3	15	.88	8	50 00	26 45	2,322 10	-	25 00	-
Total,	66	629	120	583	135	740	9.1	-	\$84 04	\$30 07	\$308,249 71	\$375 00	\$13,344 14	\$232,152 00

ESSEX COUNTY—CONCLUDED.

TOWNS.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1869.	
			Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.		Aggregate paid for Tuition.
					Months.	Days.								
Amesbury, . . .	-	-	1	Taxation,	9.17		\$750 00	1	-	-	4	110	\$250 00	\$236 96
Andover, . . .	\$7,000 00	-	1	In part,	9.9		1,500 00	2	350	\$8,000 00	2	50	600 00	234 86
Beverly, . . .	180 00	-	1	Taxation,	10		1,200 00	-	-	-	2	38	600 00	291 86
Boxford, . . .	200 00	\$58 10	1	-	-		-	-	-	-	1	7	300 00	113 26
Bradford, . . .	-	-	1	Taxation,	9.15		1,800 00	1	80	4,253 00	2	13	109 00	147 92
Danvers, . . .	-	300 00	1	Taxation,	10		1,000 00	1	-	-	1	40	350 00	303 61
Essex, . . .	-	-	1	-	-		-	-	-	-	-	-	-	143 18
Georgetown, . . .	-	-	1	Taxation,	9.5		800 00	-	-	-	-	-	-	150 20
Gloucester, . . .	-	-	1	Taxation,	10.5		1,600 00	-	-	-	3	55	650 00	613 66
Groveland, . . .	-	-	1	-	-		-	-	-	-	-	-	-	138 83
Hamilton, . . .	-	-	-	-	-		-	-	-	-	-	-	-	98 68
Haverhill, . . .	-	521 18	1	Taxation,	10.5		1,800 00	3	-	-	3	56	700 00	483 56
Ipswich, . . .	489 06	-	1	Taxation,	10		1,100 00	2	-	-	2	70	1,625 00	184 29
Lawrence, . . .	-	-	1	Taxation,	10		2,000 00	3	-	-	3	1,100	*	920 12
Lynn, . . .	-	-	1	Taxation,	10		2,000 00	8	-	-	8	256	7,175 00	994 39
Lynnfield, . . .	-	-	1	-	-		-	-	-	-	-	-	-	104 56
Manchester, . . .	-	-	1	Taxation,	9.10		712 50	-	-	-	-	-	-	147 16
Marblehead, . . .	600 00	-	1	Taxation,	10.10		1,200 00	2	-	-	2	75	450 00	328 98
Methuen, . . .	-	-	1	Taxation,	3		1,000 00	-	-	-	-	-	-	170 45
Middleton, . . .	-	-	-	-	-		-	-	-	-	-	-	-	116 29
Nahant, . . .	-	-	-	-	-		-	-	-	-	-	-	-	89 03
Newbury, . . .	1,200 00	-	-	-	-		-	1	45	600 00	-	-	-	129 93
Newburyport, . . .	3,500 00	-	1	Taxation,	10		1,600 00	1	60	†	10	125	750 00	642 08

SCHOOL RETURNS.

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No. Andover,	\$40 00	-	1	Taxation,	10	\$1,200 00	-	-	-	1	12	\$250 00	\$170 08
Peabody,	180 00	\$335 17	1	Taxation,	10.5	1,500 00	-	-	-	-	-	-	343 77
Rockport,	-	106 00	1	Taxation,	8.15	536 50	-	-	-	-	-	-	222 36
Rowley,	-	-	-	-	-	-	-	-	-	-	-	-	125 38
Salem,	200 00	-	1	Taxation,	10.4	2,000 00	-	-	-	27	1,221	17,167 00	1,006 88
Salisbury,	-	-	1	Taxation,	10	750 00	-	-	-	3	60	150 00	221 42
Saugus,	-	-	-	-	-	-	-	-	-	-	-	-	158 15
Swampscott,	-	-	-	-	-	-	-	-	-	-	-	-	137 69
Topsfield,	-	-	-	-	-	-	-	-	-	-	-	-	120 45
Wenham,	-	-	-	-	-	-	-	-	-	1	30	45 00	113 08
W. Newbury,	-	-	-	-	-	-	-	-	-	-	-	-	155 69
Total,	\$13,589 06	\$1,320 45	20	-	-	-	5	535	\$12,853 00	75	3,318	\$31,171 00	\$9,558 81

* Not returned.

† Free.

BOARD OF EDUCATION.

FRANKLIN COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation—1865.	No. of Schools.	Amount expended in 1868 for erecting School-Houses.	Amount paid for Repairs, &c., in 1868.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons over 15 years of age who attend the Public Schools.	No. in the State between 5 and 15 years of age May 1, 1868.
						In Sum'r.	In Winter.	In Sum'r.	In Winter.		
Ashfield,	1,221	\$611,869	14	—	—	213	251	165	204	8	216
Barnardston,	902	484,893	6	—	\$100 00	144	163	120	145	10	168
Buckland,	1,922	526,468	10	—	25 00	339	383	265	301	12	432
Charlemont,	994	367,216	8	—	—	166	198	113	173	3	241
Coleraine,	1,726	637,954	18	—	—	305	389	243	301	15	415
Conway,	1,538	703,919	15	—	1,000 00	294	323	254	272	16	331
Deerfield,	3,040	1,215,423	15	\$800 00	100 00	615	677	482	569	9	672
Erving,	576	173,229	5	—	—	130	150	98	122	8	108
Gill,	635	390,569	6	—	—	105	139	93	126	3	118
Greenfield,	3,211	1,899,806	13	—	—	531	566	417	461	4	628
Hawley,	687	182,638	11	—	—	133	159	122	129	10	130
Heath,	642	232,551	8	—	—	114	147	93	124	7	114
Leverett,	914	284,644	7	—	300 00	146	180	124	158	15	159
Leyden,	592	278,647	5	—	15 00	77	108	60	83	1	100
Monroe,	192	79,375	2	—	—	47	48	29	28	6	32
Montague,	1,575	606,737	13	—	4 00	321	358	272	303	11	423
New Salem,	1,115	336,476	12	—	—	202	234	172	199	13	230
Northfield,	1,660	712,054	12	—	50 00	302	337	247	260	12	44
Orange,	1,909	599,243	14	—	—	330	355	238	286	10	43
Rowe,	563	180,425	7	—	—	87	115	73	100	6	117
Shelburne,	1,563	822,620	10	—	—	282	343	273	275	3	312
Shutesbury,	788	219,250	9	—	—	166	145	133	125	11	157
Sunderland,	861	413,827	6	—	91 60	189	221	159	197	7	181

SCHOOL RETURNS.

xxi

Warwick, . . .	902	\$220,658	10	-	-	165	148	142	124	14	35	154
Wendell, . . .	602	201,657	8	-	-	122	-	90	-	6	14	128
Whately, . . .	1,012	665,972	6	-	-	158	183	124	139	6	-	203
Total, . . .	31,342	\$13,043,120	250	\$800 00	\$1,885 60	5,683	6,320	4,601	5,204	226	1,049	6,494

HAMPDEN COUNTY.

Agawam, . . .	1,665	\$816,850	10	-	-	295	297	208	233	17	21	316
Blandford, . . .	1,087	520,150	12	\$1,200 00	\$431 20	183	216	131	170	19	42	212
Brimford, . . .	1,316	719,750	10	1,594 36	222 93	224	225	177	190	10	17	255
Chester, . . .	1,266	445,900	13	-	10 00	228	273	177	218	5	26	239
Chicopee, . . .	7,581	3,128,250	22	-	35 00	1,115	1,089	837	845	37	99	1,496
Granville, . . .	1,363	516,277	12	-	30 00	237	307	152	211	13	27	312
Holland, . . .	368	131,000	4	-	-	65	87	46	71	3	16	76
Holyoke, . . .	5,643	2,579,250	25	26,752 50	1,274 08	729	787	597	653	-	55	1,425
Longmeadow, . . .	1,480	1,016,500	11	1,440 41	223 07	238	278	184	211	8	36	261
Ludlow, . . .	1,233	455,050	9	-	-	211	209	173	185	16	40	284
Monson, . . .	3,132	1,316,700	15	-	-	446	481	360	420	13	43	560
Montgomery, . . .	354	158,850	5	966 00	-	79	90	56	62	5	15	70
Palmer, . . .	3,081	1,254,000	17	-	225 00	574	612	476	506	20	62	767
Russell, . . .	619	212,800	5	-	3 00	121	129	101	106	11	7	125
Southwick, . . .	1,155	604,200	10	-	878 00	210	276	162	210	3	67	249
Springfield, . . .	22,038	13,379,212	78	38,470 59	7,529 04	3,757	3,592	2,923	2,809	74	247	4,141
Tolland, . . .	511	298,588	8	-	5 00	101	116	68	90	7	15	119
Wales, . . .	696	254,600	5	-	-	109	127	81	108	1	13	125
Westfield, . . .	5,634	3,244,600	25	4,312 64	1,014 23	1,087	1,110	887	934	40	138	1,265
W. Springfield, . . .	2,100	1,319,550	13	-	85 62	407	404	307	310	9	14	499
Wilbraham, . . .	2,111	872,100	13	-	60 00	352	369	273	301	6	42	368
Total, . . .	64,438	\$33,253,177	322	\$74,736 50	\$12,026 17	10,768	11,074	8,376	8,843	317	1,042	13,164

SCHOOL RETURNS.

XXV

Warwick, . . .	\$30 00	-	-	-	-	-	-	1	18	\$50 00	\$104 93
Wendell, . . .	41 40	-	-	-	-	-	-	-	-	-	-
Whately, . . .	-	-	-	-	-	-	-	-	-	-	113 26
Total, . . .	\$2,382 12	\$120 00	6	-	-	4	93	19	428	\$5,025 00	\$2,348 11

HAMPDEN COUNTY—CONCLUDED.

Agawam, . . .	-	-	-	-	-	-	-	1	20	\$100 00	\$138 26
Blandford, . . .	\$150 00	-	-	-	-	-	-	-	-	-	117 62
Brimfield, . . .	1,500 00	-	1	Endow [†] t, 10	-	\$850 00	-	-	-	-	121 59
Chester, . . .	38 00	-	-	-	-	-	-	3	60	180 00	128 04
Chicopee, . . .	-	\$681 79	2	Taxation, 10*	-	1,350 00*	-	1†	200	-	339 60
Granville, . . .	-	-	-	-	-	-	-	1	30	180 00	133 15
Holland, . . .	13 33	-	-	-	-	-	-	-	-	-	93 19
Holyoke, . . .	-	-	1	Taxation, 10	-	1,600 00	-	1	17	200 00	328 42
Longmeadow, . . .	24 00	43 86	-	-	-	-	-	-	-	-	123 11
Ludlow, . . .	-	-	-	-	-	-	-	2	37	250 00	119 13
Monson, . . .	2,000 00	-	1	Taxation, 10	-	1,500 00	84	1	36	517 50	181 63
Montgomery, . . .	-	-	-	-	-	-	-	-	-	-	89 03
Palmer, . . .	71 40	-	1	Taxation, 11	-	765 00	-	-	-	-	211 18
Russell, . . .	-	-	-	-	-	-	-	2	40	75 00	103 79
Southwick, . . .	937 08	-	-	-	-	-	-	1	8	-	126 52
Springfield, . . .	-	-	1	Taxation, 10	-	2,300 00	-	8	250	8,000 00	875 24
Tolland, . . .	-	-	-	-	-	-	-	-	-	-	103 98
Wales, . . .	-	-	-	-	-	-	-	-	-	-	99 25
Westfield, . . .	2,100 00	-	1	Taxation, 10	-	1,500 00	-	1	20	600 00	287 13
W. Springfield, . . .	846 47	-	-	-	-	-	-	1	25	525 00	172 54
Wilbraham, . . .	102 31	-	-	-	-	-	308	1	27	300 00	153 22
Total, . . .	\$7,782 59	\$725 65	8	-	-	-	2	24	770	\$10,927 50	\$4,045 62

* Average.

† Catholic.

HAMPSHIRE COUNTY.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	No. of Schools.	Amount expended in 1868 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1868.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1868.
						In Sum'r.	In Winter.	In Sum'r.	In Winter.			
Amherst, .	3,413	\$1,860,457	18	\$20,000 00	\$530 00	599	694	538	593	18	152	665
Belchertown, .	2,636	1,108,591	20	-	50 00	442	532	349	450	30	50	521
Chesterfield, .	802	372,790	9	-	-	152	151	119	123	10	21	165
Cummington, .	980	342,842	10	4,000 00	-	202	231	169	192	6	26	217
Easthampton, .	2,869	1,700,599	14	-	-	493	535	394	429	5	56	741
Enfield, .	999	610,644	8	-	50 00	142	286	130	263	11	32	152
Goshen, .	412	152,796	5	-	348 29	66	73	53	61	8	7	72
Granby, .	908	470,125	9	-	50 00	192	222	160	197	17	22	184
Greenwich, .	647	261,416	7	-	132 00	108	141	89	122	4	43	112
Hadley, .	2,246	1,279,320	14	-	738 12	402	435	334	366	22	31	426
Hatfield, .	1,405	1,442,691	9	-	-	319	357	241	275	9	57	291
Huntington, .	1,163	409,395	9	-	-	196	227	155	182	6	36	230
Middlefield, .	723	351,881	6	-	625 00	136	153	96	117	7	14	159
Northampton, .	7,927	4,789,965	36	5,000 00	2,211 00	1,647	1,592	1,307	1,218	14	126	1,792
Pelham, .	739	197,457	7	-	115 09	128	135	108	117	4	22	133
Plainfield, .	579	239,097	9	-	75 00	94	128	75	110	7	76	106
Prescott, .	596	221,712	6	-	-	87	110	80	92	3	21	100
South Hadley, .	2,098	1,103,491	13	5,493 31	150 00	452	488	381	433	10	60	470
Southampton, .	1,216	502,448	8	260 00	-	202	224	154	186	8	40	249
Ware, .	3,307	1,306,545	19	-	-	795	673	557	542	11	125	750
Westhampton, .	637	291,384	7	-	13 75	160	173	131	160	4	25	143

SCHOOL RETURNS.

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Williamsburg.	1,972	\$1,085,693	15	\$5,200 00	\$1,000 00	425	468	360	400	12	39	538
Worthington,	925	409,655	11	-	25 00	167	184	129	158	6	15	168
Total, .	39,199	\$20,510,994	269	\$39,953 31	\$6,113 25	7,606	8,212	6,109	6,786	232	1,096	8,384

HAMPSHIRE COUNTY—CONTINUED.

TOWNS.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1868-9.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	SUMMER.		WINTER.		Males.	Females.								
	Males.	Fem.	Males.	Fem.										
Amherst,	1	18	2	19	2	30	141.2	8.6	\$112 00	\$32 87	\$7,500 00	\$345 00	\$1,298 00	-
Belchertown,	2	17	7	13	7	16	95.17	5.10	41 00	26 00	4,700 00	-	140 00	-
Chesterfield,	-	9	4	4	4	9	54.18	6.8	30 50	22 08	1,000 00	335 00	50 00	\$1,100 00
Cummington,	-	10	2	8	2	11	60	6	35 76	27 44	1,000 00	680 00	48 75	-
Easthampton,	-	14	-	14	-	22	119	8.10	-	33 47	4,200 00	-	200 00	75,000 00
Enfield,	-	8	1	7	1	12	52.7	7.17	32 00	24 33	1,200 00	9 00	68 75	-
Goshen,	-	5	-	5	-	8	33.7	6.13	-	21 87	400 00	346 20	29 00	-
Granby,	-	9	1	8	1	12	56	7.2	36 00	25 25	1,500 00	25 00	70 00	-
Greenwich,	-	8	1	8	1	13	43.8	6.4	42 00	22 49	1,000 00	-	59 00	500 00
Hadley,	-	14	-	14	-	19	188.6	7.17	-	26 00	3,300 00	20 00	154 37	25,000 00
Hatfield,	-	8	2	7	2	12	70.10	8	53 00	32 00	2,500 00	-	100 00	-
Huntington,	-	10	2	7	2	15	56.10	6.3	40 00	20 50	1,200 00	307 50	98 00	-
Middlefield,	-	6	1	5	1	9	36	6	28 00	22 54	900 00	-	48 00	-
Northampton,	2	45	2	46	2	53	318	9.11	200 00	30 28	16,358 16	612 50	1,730 00	3,506 87
Pelham,	-	7	3	4	3	11	42	6	35 14	24 30	1,234 75	-	90 00	-
Plainfield,	-	6	2	9	2	12	41.2	4.9	-	18 72	600 00	15 00	40 00	-
Prescott,	-	6	2	4	2	8	36	6	32 00	22 67	750 00	36 00	59 50	-
South Hadley,	1	12	2	13	3	16	112	8.12	102 29	29 22	4,500 00	-	95 00	2,000 00
Southampton,	-	8	1	7	1	11	59.5	7.13	58 00	27 00	1,500 00	150 00	56 00	2,000 00
Ware,	3	16	5	14	7	24	135.15	7.3	57 91	24 27	5,765 00	-	296 44	-
Westhampton,	-	7	1	6	1	12	55	7.17	26 00	26 72	1,200 00	-	60 00	-

SCHOOL RETURNS.

xxix

Williamsburg,	.	-	15	2	13	2	21	107	7.3	\$66 50	\$29 50	\$2,000 00	-	\$60 00	\$20,300 00
Worthington,	.	-	11	5	6	5	14	75	6.18	37 00	26 00	800 00	\$1,150 00	50 00	1,948 66
Total, .	.	9	269	46	241	49	370	7.8	-	\$50 06	\$25 89	\$65,107 91	\$4,031 20	\$4,900 81	\$131,355 53

BOARD OF EDUCATION.

HAMPSHIRE COUNTY—CONCLUDED.

[illegible]

SCHOOL RETURNS.

xxxi

Williamsburg,	\$2,000 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$169 52
Worthington,	116 92	\$146 98	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	109 66
Total, .	\$9,661 92	\$416 70	9	-	-	-	-	-	-	-	-	-	-	-	-	-	-	\$2,943 85

* Average.

MIDDLESEX COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation - 1865.	No. of Schools.	Amount expended in 1868 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1868.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1868.
						In Sum'r.	In Winter.	In Sum'r.	In Winter.			
Acton, . . .	1,660	\$854,719	11	-	\$112 00	317	385	277	340	8	99	308
Arlington, . . .	2,760	2,833,684	13	-	1,235 01	590	602	500	512	15	65	598
Ashby, . . .	1,080	508,393	10	-	143 78	221	275	197	244	15	16	193
Ashland, . . .	1,702	632,632	9	-	107 05	347	376	287	308	5	46	328
Bedford, . . .	820	489,123	6	-	100 00	143	159	111	126	11	16	152
Belmont, . . .	1,278	3,321,429	7	-	1,821 15	333	275	237	232	4	39	272
Billerica, . . .	1,808	1,086,563	10	-	230 00	296	297	231	242	6	17	339
Boxborough, . . .	454	238,592	4	-	-	86	91	72	76	5	24	88
Brighton, . . .	3,859	3,812,694	9	-	800 00	823	829	780	612	-	-	921
Burlington, . . .	594	408,136	5	-	287 00	107	108	82	90	6	14	91
Cambridge, . . .	29,114	25,897,971	31	\$24,512 75	7,428 14	6,738	6,842	5,092	5,291	-	578	7,306
Carlisle, . . .	629	354,122	5	-	417 37	131	143	109	120	8	16	132
Charlestown, . . .	26,398	18,292,544	44	-	6,466 31	6,005	6,362	4,301	4,408	3	245	5,824
Chelmsford, . . .	2,296	1,546,508	12	-	850 00	442	505	361	406	14	41	489
Concord, . . .	2,231	1,658,881	11	-	-	390	416	320	354	1	45	447
Dracut, . . .	1,905	1,109,304	13	-	-	357	363	269	284	16	41	337
Dunstable, . . .	533	391,146	5	-	-	89	105	71	91	6	17	89
Framingham, . . .	4,681	2,799,308	19	-	500 00	790	790	691	691	12	65	790
Groton, . . .	3,176	1,553,920	18	9,000 00	100 00	656	706	506	564	33	134	747
Holliston, . . .	3,125	1,502,682	16	-	-	657	704	558	584	18	71	706
Hopkinton, . . .	4,140	1,595,257	22	-	-	1,047	1,038	917	903	15	50	1,146
Hudson, . . .	-*	-*	12	-	1,109 48	474	467	382	379	5	69	584
Lexington, . . .	2,223	1,747,459	10	-	-	399	372	304	305	5	46	410

SCHOOL RETURNS.

xxxiii

Lincoln,	710	\$606,833	5	-	\$7 00	140	129	114	115	4	20	130
Littleton,	967	632,380	7	-	-	222	249	180	215	19	51	206
Malden,	31,004	20,980,941	60	-	4,305 09	7,998	7,210	4,704	4,588	-	664	6,225
Malden,	6,871	4,040,431	26	\$10,000 00	1,200 00	1,771	1,777	1,358	1,384	-	64	1,700
Marlborough,	7,209	2,590,622	24	-	-	1,269	1,184	993	951	2	95	1,504
Medford,	4,860	5,491,054	19	8,398 00	1,746 00	1,028	1,077	856	993	-	34	1,160
Melrose,	2,866	1,704,583	11	27,500 00	-	583	599	510	526	-	28	601
Natick,	5,220	1,841,121	22	-	-	1,194	1,159	1,021	988	4	76	1,240
Newton,	8,978	9,800,738	39	74,934 76	14,000 00	2,113	2,170	1,687	1,779	2	194	2,292
No. Reading,	991	577,389	6	2,300 00	-	197	199	136	166	4	23	212
Pepperell,	1,709	924,405	10	-	125 00	310	331	255	265	7	38	386
Reading,	2,436	1,293,056	14	-	221 91	599	530	468	461	15	44	520
Sherborn,	1,049	869,539	8	2,386 98	165 00	193	219	154	175	7	37	208
Shirley,	1,217	676,275	9	-	66 93	320	336	267	304	7	69	351
Somerville,	9,366	5,683,244	43	24,000 00	3,160 00	2,247	2,488	1,727	1,914	-	137	2,392
Stoneham,	3,299	1,333,637	12	-	-	704	635	556	542	-	33	706
Stow,	1,537	764,278	7	-	-	331	379	265	303	19	42	337
Sudbury,	1,703	1,052,778	8	-	1,200 00	389	337	256	271	7	36	384
Tewksbury,	1,801	747,624	7	-	-	229	215	185	177	5	18	266
Townsend,	2,056	737,352	14	-	-	330	404	284	336	9	72	369
Tyngsborough,	624	348,137	8	-	-	100	151	79	118	8	32	100
Wakefield,	3,245	1,778,786	14	-	1,384 45	656	654	483	476	-	120	702
Waltham,	6,897	5,532,109	24	9,648 12	739 97	1,449	1,407	1,261	1,190	14	92	1,335
Watertown,	3,779	2,757,957	13	-	1,663 95	817	740	690	660	4	64	838
Wayland,	1,138	658,073	7	2,285 22	-	193	201	160	158	6	44	234
Westford,	1,568	998,438	10	-	50 00	265	322	217	256	41	37	292
Weston,	1,231	1,103,274	7	-	307 00	219	216	172	183	4	39	211
Wilmington,	850	563,181	5	1,950 00	-	171	174	140	133	5	11	163
Winchester,	1,968	1,455,772	11	-	640 32	509	497	425	418	3	42	521
Woburn,	7,002	4,986,549	31	16,553 80	5,965 49	1,566	1,551	1,365	1,382	16	112	1,745
Total,	220,618	\$155,324,723	783	\$236,469 63	\$58,655 40	49,550	49,750	37,023	38,589	408	4,122	49,627

* Included in Marlborough and Stow.

MIDDLESEX COUNTY—CONTINUED.

TOWNS.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by Schools, including Wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1888-9.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	SUMMER.		WINTER.		Males.	Fem.								
	Males.	Fem.	Males.	Fem.										
Acton,	12	10	1	10	1	18	82.10	7.10	\$50 00	\$26 36	\$2,325 00	-	\$140 00	\$5,354 05
Arlington,	3	11	3	10	4	20	133.5	10.5	149 59	46 56	10,898 97	-	250 00	-
Ashby,	-	10	-	10	-	10	46.11	4.13	-	28 80	1,500 00	-	104 00	-
Ashland,	1	9	1	9	2	17	69	7.10	100 00	29 00	3,033 06	-	99 50	-
Bedford,	-	6	-	6	-	8	47.10	8	-	23 00	1,300 00	-	80 00	-
Belmont,	1	8	1	8	1	10	69.10	9.19	150 00	38 25	5,300 00	-	205 00	-
Billerica,	-	12	-	10	-	15	68.4	7.8	-	25 38	2,200 00	-	134 00	21,000 00
Boxborough,	4	1	1	3	1	5	24.5	6.1	28 00	24 50	657 32	-	58 00	-
Brighton,	3	18	3	18	3	18	90	10	366 67	61 13	14,200 00	-	475 00	-
Burlington,	-	5	1	5	1	6	33	6.12	32 00	25 00	938 50	-	60 00	-
Cambridge,	12	115	11	123	12	135	302.5	9.15	192 44	55 85	93,377 94	-	3,216 00	10,000 00
Carlisle,	5	5	-	5	-	8	30	6	-	24 46	825 00	-	60 00	500 00
Charlestown,	13	94	13	94	15	117	461.6	10.15	150 91	50 86	75,204 00	-	2,252 00	5,600 00
Chelmsford,	-	13	4	9	4	19	79.7	5.17	45 00	25 72	2,500 00	-	134 33	-
Concord,	1	12	1	13	1	18	107	9.15	123 08	29 20	4,800 00	-	192 00	1,500 00
Draut,	-	13	-	13	-	16	71.14	6.10	-	29 50	2,700 00	\$50 00	256 00	-
Dunstable,	-	5	1	5	1	8	31.10	6.6	20 00	22 71	700 00	-	39 00	-
Framingham,	2	19	2	20	2	28	158.10	8.3	117 50	36 76	9,350 00	-	380 50	4,259 00
Groton,	-	18	7	11	7	21	117.4	6.10	45 14	29 10	4,500 00	-	275 00	40,400 00
Holliston,	1	16	4	13	6	28	122.11	7.17	51 25	29 00	5,000 00	-	362 00	-
Hopkinton,	1	22	3	20	4	29	192.15	8.5	69 00	32 00	7,200 00	-	341 00	5,000 00
Hudson,	1	10	1	11	1	13	94.15	8.6	100 00	33 38	4,300 00	120 00	266 50	-
Lexington,	3	8	3	8	4	9	97	9.14	100 00	27 30	5,500 00	-	230 00	-

SCHOOL RETURNS.

XXXV

	106	948	143	941	176	1,209	8.14	-	\$105 64	\$33 69	\$586,602 15	\$854 00	\$21,762 35	\$153,572 21
Lincoln,	5	7	13	1	1	5	43.10	8.14	-	\$38 00	\$34 15	\$1,400 00	\$42 21	\$1,209 21
Littleton,	13	92	13	6	1	11	49.10	6.18	\$38 00	28 62	1,500 00	-	89 15	-
Lowell,	6	25	6	26	15	98	615	10.10	150 47	42 03	86,573 95	-	2,709 62	-
Malden,	3	22	4	21	4	27	273	10.10	123 01	44 69	22,000 00	-	634 69	-
Marlborough,	6	18	6	18	9	22	210.11	8.17	95 55	33 98	11,500 00	\$24 00	506 75	2,400 00
Medford,	1	13	1	13	1	14	197	10.6	115 83	40 81	18,200 00	-	365 00	-
Melrose,	1	13	1	13	1	14	107.10	10	180 00	39 60	8,000 00	-	173 00	-
Natick,	1	22	1	23	1	29	171.9	7.15	110 00	32 97	7,700 00	-	190 00	-
Newton,	9	41	9	45	20	50	390	10	185 55	57 77	44,000 00	-	1,535 00	-
No. Reading,	6	6	-	6	-	7	37.9	6.4	-	28 20	1,100 00	-	95 00	-
Pepperell,	1	9	1	9	1	13	60	6	32 50	24 00	1,500 00	-	73 00	-
Reading,	1	16	1	16	2	23	120	8.12	111 11	32 00	5,000 00	500 00	227 25	-
Sherborn,	-	9	1	8	1	12	56	7.14	83 34	27 92	1,500 00	-	156 00	5,000 00
Shirley,	-	9	5	4	5	13	56.10	6.10	35 60	25 45	1,700 00	-	112 50	6,350 00
Somerville,	6	36	6	41	6	41	391.14	10.4	147 94	46 45	31,743 00	-	1,150 00	-
Stoneham,	1	13	1	13	2	18	108.18	9.18	150 00	40 00	6,500 00	-	310 00	-
Stow,	-	7	7	7	-	11	50	7.4	-	30 00	1,700 00	-	96 00	-
Sudbury,	-	8	-	8	-	15	63	7.17	-	30 28	2,300 00	-	270 90	300 00
Tewksbury,	-	7	-	7	-	12	59.15	8.10	-	29 00	1,800 00	-	115 00	-
Townsend,	1	13	2	13	2	18	82.9	6.8	41 66	28 80	3,000 00	-	148 00	-
Tyngsborough,	-	7	1	7	1	8	47.8	6.5	60 00	24 93	1,050 00	15 00	48 25	2,100 00
Wakefield,	1	13	3	15	3	19	128.10	9.15	120 00	35 40	6,500 00	-	381 00	-
Waltham,	3	26	3	27	3	32	242.10	10.3	155 95	46 28	19,365 67	-	500 00	-
Watertown,	4	12	4	13	7	15	136.10	10.10	126 98	43 93	12,600 00	-	275 00	-
Wayland,	-	7	-	7	-	15	60.15	8.14	-	30 56	1,988 00	-	141 20	200 00
Westford,	-	10	4	7	4	14	66.1	6.7	43 34	28 09	2,500 00	-	160 00	22,400 00
Weston,	1	7	1	7	2	11	64.15	9.5	108 00	27 78	2,817 00	-	115 00	-
Wilmington,	-	5	-	5	-	7	85.9	6.16	-	28 25	1,000 00	45 00	40 00	-
Winchester,	2	11	2	11	4	13	89.17	8.10	135 59	35 52	7,450 00	-	250 00	-
Woburn,	4	27	6	27	6	31	277	9.5	90 34	34 30	14,309 74	100 00	1,243 00	20,000 00
Total,	106	948	143	941	176	1,209	8.14	-	\$105 64	\$33 69	\$586,602 15	\$854 00	\$21,762 35	\$153,572 21

BOARD OF EDUCATION.

MIDDLESEX COUNTY--CONCLUDED.

TOWNS.	Income from Local School Fund.		Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.		HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1893.
	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.		
					Months.	Days.									
Acton,	-	-	1	Taxation,	-	10 5	\$1,900 00.	-	-	-	1	-	-	\$134 09	
Arlington,	\$305 34	-	1	-	-	-	-	-	-	-	1	-	-	185 61	
Asby,	-	-	1	Taxation,	-	9 15	1,000 00	-	-	-	1	-	-	113 64	
Ashland,	-	-	1	Taxation,	-	-	1,500 00	-	-	-	2	20	\$150 00	143 56	
Bedford,	-	-	1	Taxation,	-	10	1,500 00	-	-	-	1	35	3,500 00	102 47	
Belmont,	-	-	1	-	-	-	-	-	-	-	1	-	-	111 32	
Billerica,	1,400 00	-	1	-	-	-	-	-	-	-	1	-	-	139 78	
Boxborough,	-	-	1	Taxation,	-	10	1,600 00	-	-	-	1	-	-	240 55	
Brighton,	-	-	1	Taxation,	-	9 18	2,375 00	-	-	-	20	406	22,330 00	94 70	
Burlington,	874 19	-	1	Taxation,	-	-	-	-	-	-	-	-	-	1,462 03	
Cambridge,	30 00	-	1	Taxation,	-	10	2,500 00	-	-	-	4	91	4,700 00	102 66	
Carlisle,	336 00	-	1	Taxation,	-	9 15	1,200 00	-	-	-	3	30	154 00	1,150 63	
Charlestown,	-	-	1	-	-	-	-	-	-	-	1	-	-	172 16	
Chelmsford,	-	-	1	Taxation,	-	-	-	-	-	-	3	30	154 00	154 93	
Concord,	90 50	-	1	-	-	-	-	-	-	-	1	-	-	129 93	
Dracut,	-	-	1	-	-	-	-	-	-	-	1	-	-	91 85	
Dunstable,	-	-	2	Taxation,	-	10	1,175 00*	-	-	-	1	5	150 00	240 74	
Frammingham,	255 54	-	1	Taxation,	-	10	540 00	-	-	-	2	16	200 00	216 30	
Groton,	2,824 00	-	1	Taxation,	-	9	1,000 00	-	-	-	1	-	-	207 20	
Holliston,	-	-	1	Taxation,	-	9 10	1,100 00	-	-	-	1	-	-	280 89	
Hopkinton,	300 00	-	1	Taxation,	-	10	1,000 00	-	-	-	1	30	300 00	149 63	
Hudson,	-	-	1	Taxation,	-	10	1,200 00	-	-	-	1	24	1,200 00	158 72	
Lexington,	-	-	1	Taxation,	-	10	1,200 00	-	-	-	1	-	-	-	

SCHOOL RETURNS.

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Lincoln, .	\$47.75	-	1	Taxation,	9	\$550 00	-	-	-	-	-	-	-	-	-	-	\$101 17
Littleton, .	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	114 58
Lowell, .	-	-	1	Taxation,	10.8	2,000 00	-	-	-	-	-	-	-	-	-	-	1,221 29
Malden, .	-	-	1	Taxation,	10.10	1,800 00	-	-	-	-	-	-	-	-	-	-	391 34
Marlborough, .	144 00	-	1	Taxation,	10	1,200 00	-	-	-	-	-	-	-	-	-	-	341 31
Medford, .	-	-	1	Taxation,	10.10	1,500 00	-	-	-	-	-	-	-	-	-	-	291 88
Melrose, .	-	-	1	Taxation,	10	1,800 00	-	-	-	-	-	-	-	-	-	-	192 62
Natick, .	-	-	1	Taxation,	10	1,100 00	-	-	-	-	-	-	-	-	-	-	299 83
Newton, .	-	-	1	Taxation,	10	2,500 00	-	-	-	-	-	-	-	-	-	-	467 64
No. Reading, .	-	-	1	Taxation,	7	242 25	3	250	\$22,500 00	9	140	6,000 00	-	-	-	-	114 77
Pepperell, .	-	-	1	Taxation,	-	-	-	-	-	-	-	-	-	-	-	-	149 25
Reading, .	-	-	1	Taxation,	9	1,000 00	-	-	-	-	-	-	-	-	-	-	181 25
Sherborn, .	300 00	-	1	Not by Tax'n,	3	250 00	-	-	-	-	-	-	-	-	-	-	116 86
Shirley, .	381 00	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	139 02
Somerville, .	-	-	1	Taxation,	10.4	2,000 00	-	-	-	-	-	-	-	-	-	-	477 11
Stoneham, .	-	-	1	Taxation,	10	1,500 00	-	-	-	-	-	-	-	-	-	-	183 91
Stow, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	144 51
Sudbury, .	18 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	144 88
Tewksbury, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	123 30
Townsend, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Tyngsborough, .	148 18	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	96 21
Wakefield, .	-	-	1	Taxation,	10.6	1,200 00	-	-	-	-	-	-	-	-	-	-	200 76
Waltham, .	-	-	1	Taxation,	10.5	2,000 00	1	50	3,500 00	4	105	2,100 00	-	-	-	-	304 75
Watertown, .	-	-	1	Taxation,	10.10	1,600 00	-	-	-	1	10	150 00	-	-	-	-	237 14
Wayland, .	12 00	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	118 56
Westford, .	1,395 00	-	-	-	-	-	1	33	508 75	-	-	-	-	-	-	-	-
Weston, .	-	-	1	Taxation,	9.10	900 00	-	-	-	-	-	-	-	-	-	-	117 43
Wilmington, .	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	108 15
Winchester, .	-	-	1	Taxation,	10	1,500 00	-	-	-	1	16	10 00	-	-	-	-	179 93
Woburn, .	1,400 00	-	1	Taxation,	10	1,000 00	1	35	1,300 00	1	25	172 50	-	-	-	-	394 53
Total, .	\$10,261 50	-	33	-	-	-	8	433	\$28,708 75	68	1,886	\$53,242 00	-	-	-	-	\$12,743 37

† Attend Catholic Free Schools.

* Average.

NANTUCKET COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation—1865.	No. of Schools.	Amount expended in 1868 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1868.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1868.
						In Sum'r.	In Winter.	In Sum'r.	In Winter.			
Nantucket, .	4,830	\$2,152,568	10	-	\$500 00	715	728	575	587	-	84	732

NORFOLK COUNTY.

Bellingham, .	1,240	\$463,951	9	-	\$55 00	223	252	177	218	5	22	226
Braintree, .	3,725	1,582,530	15	\$10,000 00	-	756	656	533	533	19	45	849
Brookline, .	5,262	12,107,550	18	11,058 67	2,665 11	919	978	801	838	-	107	1,061
Canton, .	3,318	2,211,313	15	9,900 00	-	702	799	657	651	5	57	860
Cohasset, .	2,048	1,174,953	10	-	383 00	427	422	257	302	-	31	419
Dedham, .	7,198	4,857,587	31	4,383 02	4,815 44	1,385	1,344	1,104	1,071	7	141	1,433
Dorchester, .	10,729	12,521,038	46	-	4,697 57	2,147	2,118	1,666	1,673	36	176	2,059
Dover, .	616	358,774	4	-	19 31	100	127	75	91	-	20	125
Foxborough, .	2,778	1,284,524	9	-	-	544	542	413	433	16	47	573
Franklin, .	2,510	1,046,874	13	-	-	764	770	651	643	2	51	567
Hyde Park, .	-	-	12	-	233 48	529	547	378	438	4	19	592
Medfield, .	1,011	613,155	5	-	217 75	173	182	151	169	-	21	184
Medway, .	3,223	1,251,393	14	-	325 25	665	667	550	542	15	79	702
Milton, .	2,769	4,271,263	11	-	400 00	473	454	359	356	-	27	444
Needham, .	2,793	1,798,498	14	-	233 53	618	578	499	455	6	55	649
Quincy, .	6,718	8,833,508	25	-	1,332 74	1,537	1,527	1,138	1,166	4	60	1,598
Randolph, .	5,734	2,925,254	26	-	697 00	1,260	1,099	1,042	808	25	22	1,390

Sharon, . . .	1,394	\$723,752	6	\$606 50	\$241 21	264	236	182	175	7	16	273
Stoughton, . .	4,859	1,742,453	19	-	200 00	1,128	1,066	947	877	4	75	1,179
Walpole, . . .	2,018	1,132,102	9	-	-	382	359	272	295	1	15	399
West Roxbury, .	6,912	10,631,146	29	28,753 68	4,961 06	1,544	1,622	1,206	1,236	2	147	1,491
Weymouth, . .	7,981	3,345,349	35	-	-	1,792	1,703	1,428	1,244	8	107	1,868
Wrentham, . .	3,072	1,412,051	19	-	125 00	512	539	404	441	14	44	603
Total, . . .	87,908*	\$71,289,018*	394	\$64,701 87	\$21,602 35	18,844	18,587	14,916	14,555	180	1,384	19,544

* Population and valuation of Roxbury deducted.

NANTUCKET COUNTY—CONTINUED.

T O W N S.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of Public Schools for the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including board, fuel, care of rooms, for the school-year 1868-9.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	SUMMER.		WINTER.		Males.	Fem.			Males.	Females.				
	Males.	Fem.	Males.	Fem.										
Nantucket, .	4	16	3	14	4	22	103	10	\$72 22	\$20 00	\$8,500 00	1	\$115 00	\$25,000 00

NORFOLK COUNTY—CONTINUED.

Bellingham, .	1	9	1	9	1	11	55	6	\$30 00	\$28 10	\$1,400 00	\$50 00	\$61 55	\$418 16
Braintree, .	1	16	1	15	1	17	150.10	10	99 97	25 38	5,900 00	—	115 00	6,573 72
Brookline, .	5	22	5	22	5	22	180	10	190 00	51 81	22,933 29	—	525 00	—
Canton, .	3	13	6	9	7	17	158	10	65 33	29 00	6,650 00	—	225 00	—
Cohasset, .	1	11	2	9	2	12	100	10	68 57	20 62	3,200 00	—	185 00	1,000 00
Dedham, .	5	26	5	26	5	34	321.10	10.7	104 76	35 73	17,931 67	—	804 15	1,100 00
Dorchester, .	9	46	8	43	9	53	483	10.10	160 11	47 06	47,000 00	—	1,039 11	16,777 19
Dover, .	—	4	—	4	—	7	26.3	6.11	—	30 88	900 00	—	38 00	—
Foxborough, .	—	11	2	9	2	13	75.5	8.7	42 00	33 00	4,400 00	—	140 00	—
Franklin, .	—	13	—	13	—	21	98.5	7.11	—	34 33	4,000 00	—	278 00	—
Hyde Park, .	3	7	2	10	3	12	121.13	9.10	112 50	38 25	6,500 00	—	407 00	—
Medfield, .	—	4	—	5	—	6	31	6.5	—	38 00	1,000 00	—	70 00	3,750 00
Medway, .	1	13	2	13	2	17	105.15	7.10	85 55	32 72	5,000 00	120 00	271 00	—
Milton, .	6	6	4	8	9	8	107.5	9.15	95 00	40 00	10,000 00	—	423 00	—
Needham, .	2	13	2	13	3	21	140	10	100 00	36 00	7,500 00	—	325 00	—
Quincy, .	6	25	6	25	8	29	268.15	10.9	98 88	32 63	16,000 00	—	750 00	1,250 00
Randolph, .	5	21	5	21	6	27	238.15	9.4	91 60	26 66	10,500 00	—	271 30	12,000 00

Sharon,	60	373	65	366	464	9.6	-	\$96 15	\$34 47	\$224,763 02	\$380 00	\$9,138 95	\$1,860 00
Stoughton,	2	21	2	21	26	44.17	7.5	\$57 50	\$31 05	\$1,500 00	\$15 00	\$108 00	\$1,860 00
Walpole,	2	9	-	9	13	74.8	7.7	91 11	31 68	6,300 00	-	221 30	-
West Roxbury,	6	28	6	28	31	280	10	-	33 34	3,300 00	-	110 25	-
Weymouth,	3	32	3	32	34	346.16	9.18	165 00	53 27	23,848 06	-	855 93	46,725 00
Wrentham,	2	17	1	18	26	115.7	6.7	98 33	32 00	14,000 00	195 00	1,609 36	7,533 62
								70 55	31 44	5,000 00	-	306 00	2,001 96
Total,	60	373	65	366	464	9.6	-	\$96 15	\$34 47	\$224,763 02	\$380 00	\$9,138 95	\$98,969 65

NANTUCKET COUNTY—CONCLUDED.

TOWNS.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.			INCCP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1869.
			Number.	How supported.	LENGTH.		Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.
					Months.	Days.						

Nantucket, .	\$1,500 00	-	1	Taxation,	10		1	42	\$250 00	1	50	\$500 00	\$208 72
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NORFOLK COUNTY—CONCLUDED.

Bellingham, .	\$25 09	\$140 63	1	Taxation,	11	-	1	-	-	1	-	-	\$123 50
Braintree, .	400 00	-	1	Taxation,	10	\$1,100 00	1	-	-	1	25	\$400 00	235 04
Brookline, .	-	-	1	Taxation,	10	2,500 00	1	-	-	5	100	8,500 00	210 81
Canton, .	-	-	1	Taxation,	10	1,300 00	1	-	-	-	-	-	245 29
Cohasset, .	60 00	-	1	Taxation,	10	800 00	1	-	-	-	-	-	158 52
Dedham, .	66 00	-	1	Taxation,	10.10	1,500 00	1	-	-	3	40	850 00	373 69
Dorchester, .	1,168 22	-	1	Taxation,	10.10	2,250 00	1	-	-	9	107	5,000 00	488 66
Dover, .	-	-	-	-	-	-	-	-	-	-	-	-	100 57
Foxborough, .	-	-	1	Taxation,	10	1,200 00	1	-	-	2	60	1,500 00	184 86
Franklin, .	-	-	1	Taxation,	8.5	396 00	1	148	\$3,700 00	-	-	-	171 22
Hyde Park, .	-	-	-	-	-	-	-	-	-	3	50	1,000 00	-
Medfield, .	225 00	-	-	-	-	-	-	-	-	-	-	-	112 32
Medway, .	-	-	1	Taxation,	9	1,000 00	1	16	4,000 00	1	25	237 00	201 14
Milton, .	-	-	1	Taxation,	9.15	1,200 00	1	-	-	-	-	-	170 65
Needham, .	-	-	2	Taxation,	10	1,000 00	-	-	-	1	25	5,500 00	191 48
Quincy, .	75 00	-	1	Taxation,	10.9	1,200 00	-	-	-	2	50	500 00	365 54
Randolph, .	1,235 00	-	1	Taxation,	10	1,100 00	1	-	-	-	-	-	354 56

Sharon, . . .	\$111 60	\$190 50	-	-	-	-	-	-	1	36	\$800 00	\$123 31
Stoughton, . . .	-	-	1	Taxation,	9	\$1,100 00	-	-	3	120	180 00	295 28
Walpole, . . .	-	-	1	-	-	-	-	-	1	19	684 00	150 57
West Roxbury, . . .	3,006 13	-	1	Tax'n in part,	10	2,400 00	-	-	5	93	4,152 00	335 81
Weymouth, . . .	452 00	-	2	Taxation,	10	1,150 00*	-	-	2	50	480 00	431 09
Wrentham, . . .	121 11	-	1	Taxation,	9	1,000 00	-	-	-	-	-	194 33
Total, . . .	\$6,945 15	\$331 13	19	-	-	-	-	164	39	800	\$20,733 00	\$5,218 24

* Average.

PLYMOUTH COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation - 1865.	No. of Schools.	Amount expended in 1868 for School-Houses.	Amount paid for Re- pairs, &c., in 1868.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1868.
						In Sum'r.	In Winter.	In Sum'r.	In Winter.		
Abington, . .	8,576	\$3,059,801	39	\$3,964 96	\$300 00	2,017	1,929	1,613	1,513	74	2,130
Bridgewater, . .	4,196	1,992,756	18	-	850 00	644	597	512	506	21	642
Carver, . .	1,059	459,583	7	-	-	178	179	141	141	5	187
Duxbury, . .	2,377	1,006,782	13	-	20 00	451	429	360	334	10	459
E. Bridgewater, . .	2,977	1,136,937	13	-	150 00	592	544	487	454	16	600
Halifax, . .	739	354,039	5	-	300 00	121	128	95	111	3	120
Hanover, . .	1,545	747,591	9	-	384 00	449	425	350	331	5	329
Hanson, . .	1,195	458,168	7	-	215 54	237	202	194	165	12	226
Hingham, . .	4,176	2,391,437	14	-	642 00	621	630	469	484	19	739
Hull, . .	260	150,864	1	-	25 00	42	42	36	24	2	42
Kingston, . .	1,626	1,334,298	8	-	547 55	302	320	255	261	3	279
Lakeville, . .	1,110	571,124	10	-	50 00	179	201	136	151	10	202
Marion, . .	960	459,009	6	-	-	208	228	165	177	10	218
Marshfield, . .	1,810	853,777	9	-	137 00	296	315	248	253	10	311
Mattapoisett, . .	1,451	540,118	6	-	536 75	236	260	190	218	5	268
Middleborough, . .	4,525	2,132,878	28	-	-	854	889	730	732	16	960
N. Bridgewater, . .	6,335	2,209,339	27	-	225 00	1,357	1,251	1,134	1,067	5	1,537
Pembroke, . .	1,488	575,993	8	-	-	268	254	201	200	6	297
Plymouth, . .	6,075	3,145,119	30	-	700 00	1,098	1,081	860	943	5	1,230
Plymouth, . .	924	304,305	16	-	-	175	168	146	140	3	190
Rochester, . .	1,156	547,181	10	-	-	184	202	145	137	8	186
Scituate, . .	2,269	852,105	11	-	390 00	415	418	341	345	11	446
South Scituate, . .	1,578	840,924	7	1,934 46	300 61	257	262	209	195	1	302

Wareham, . .	2,842	\$882,580	14	-	-	626	669	521	555	7	99	659
W. Bridgewater,	1,825	945,350	9	-	\$512 00	362	359	284	281	8	41	435
Total, . .	63,074	\$27,932,058	315	\$5,899 42	\$6,285 45	12,169	11,982	9,822	9,724	251	1,121	12,994

SUFFOLK COUNTY.

Boston, . .	220,750*	\$402,112,133*	339	\$214,961 72	\$76,229 61	32,675	33,994	30,012	31,670	-	1,749	43,109
Chelsea, . .	14,403	7,706,745	56	30,308 93	13,100 00	3,005	3,036	2,794	2,738	1	187	3,290
North Chelsea, . .	858	860,359	4	-	125 00	210	202	161	146	-	6	210
Winthrop, . .	634	406,239	3	-	79 81	135	142	111	112	3	17	138
Total, . .	236,645*	\$411,085,476*	402	\$245,270 65	\$89,534 42	36,025	37,374	33,078	34,666	4	1,959	46,747

* Population and valuation of Roxbury included.

PLYMOUTH COUNTY—CONTINUED.

TOWNS.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Sch'ls.		Total Aggregate Length of the Public Schools in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1868-9.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	SUMMER.		WINTER.		Males.	Females.								
	Males.	Fem.	Males.	Fem.										
Abington,	5	38	5	36	5	34	337.15	8.11	\$88 00	\$26 88	\$12,500 00	-	\$625 00	-
Bridgewater,	1	18	3	16	4	25	162	9	86 66	31 57	6,500 00	-	264 17	\$5,800 00
Carver,	-	7	1	7	1	12	47.2	7.17	30 00	26 17	1,100 00	\$317 00	97 50	1,000 00
Duxbury,	2	13	2	13	3	15	97.15	7.10	47 00	24 75	2,200 00	125 00	150 00	22,500 00
E. Bridgewater,	1	13	2	12	2	18	102	7.17	66 66	28 30	4,000 00	150 00	300 00	-
Halifax,	-	5	-	5	-	8	33.16	6.15	-	25 00	800 00	-	96 75	-
Hanover,	2	7	1	8	2	9	74.16	9.7	58 91	26 79	2,500 00	-	136 00	-
Hanson,	1	6	1	6	1	7	57.15	8.5	40 00	24 16	1,500 00	-	127 50	-
Hingham,	3	11	4	10	6	13	141.16	10.3	60 00	34 53	6,473 92	-	425 00	-
Hull,	-	1	1	-	1	1	9	9	50 00	28 00	325 00	-	24 00	33,000 00
Kingston,	1	7	4	4	4	7	74.15	9.7	60 00	26 75	2,989 16	65 00	152 20	-
Lakeville,	-	11	-	10	-	16	60.5	6	-	24 45	1,551 66	-	40 00	-
Marion,	1	5	1	5	1	6	42	7	60 00	21 20	1,000 00	-	68 00	-
Marshfield,	-	9	-	9	-	15	74.5	8.5	-	26 85	2,000 00	-	105 00	-
Mattapoisett,	-	6	-	7	-	8	40	6.13	-	26 08	1,200 00	-	100 00	8,900 00
Middleborough,	3	25	12	18	14	32	183.9	6.8	52 54	25 55	6,200 00	150 00	200 00	20,900 00
N. Bridgewater,	2	28	4	26	4	37	213	8.4	64 50	32 00	10,000 00	-	281 41	286 50
Pembroke,	-	8	-	8	-	10	62.6	7.16	-	24 00	1,500 00	-	93 60	-
Plymouth,	3	29	3	29	4	31	268	9	83 33	26 00	13,000 00	-	1,150 00	-
Plympton,	-	6	1	5	1	8	40	6.14	35 00	24 27	900 00	-	75 00	-
Rochester,	-	11	1	13	1	14	62.10	6.5	40 00	22 90	1,500 00	-	90 00	-
Scituate,	1	10	1	10	1	15	104.10	9.10	54 21	20 00	2,800 00	-	125 00	-
South Scituate,	1	7	2	6	2	11	63	9	31 13	27 13	2,050 00	-	113 00	-

Wareham, .	1	13	3	11	3	17	90	6.9	\$71 42	\$26 33	\$3,800 00	-	\$118 00	-
W. W. Bridgewater, .	-	9	1	8	1	14	71.10	8	50 00	31 67	2,500 00	-	132 40	\$80,000 00
Total, .	28	303	53	282	61	383	8	-	\$56 47	\$26 45	\$90,889 74	\$807 00	\$5,089 53	\$172,386 50

SUFFOLK COUNTY—CONTINUED.

Boston,	71	667	78	660	78	721	3,507.8	10.6	\$253 82	\$93 44	\$852,100 00	-	\$6,669 38	\$7,000 00
Chelsea,	2	59	3	59	3	59	588	10.10	180 50	45 00	41,600 00	-	1,200 00	-
North Chelsea,	1	3	1	3	1	3	42	10.10	58 33	27 62	2,200 00	-	55 00	-
Winthrop,	1	2	1	2	1	2	27	9	61 11	31 60	1,100 00	-	33 00	-
Total,	75	731	83	724	83	785	10.7	-	\$138 44	\$49 42	\$897,000 00	-	\$7,957 38	\$7,000 00

PLYMOUTH COUNTY—CONCLUDED.

[illegible]

Wareham, . . .	-	1	Taxation,	10.10	\$1,200 00	-	-	5	75	\$180 00	\$198 11
W. Bridgewater,	\$4,800 00	-	-	-	-	-	-	1	12	18 75	153 03
Total, . . .	\$11,947 19	14	-	-	-	6	250	26	415	\$5,211 75	\$4,050 55

SUFFOLK COUNTY—CONCLUDED.

Boston, . . .	\$503 89	3	Taxation,	10.2	\$4,000 00	*	4,059	71	2,295	\$248,886 00	\$8,171 38
Chelsea, . . .	-	1	Taxation,	10.10	2,500 00	-	-	5	130	6,750 00	638 91
North Chelsea,	-	-	-	-	-	-	-	-	-	-	109 66
Winthrop, . . .	-	-	-	-	-	-	-	-	-	-	100 38
Total, . . .	\$503 89	4	-	-	-	-	4,059	76	2,425	\$255,636 00	\$9,020 33

* In Religious and Charitable Institutions.

BOARD OF EDUCATION.

WORCESTER COUNTY.

TOWNS.	Population - State Census, 1865.	Valuation—1865.	No. of Schools.	Amount expended in 1865 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1865.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1868.
						In Sum'r.	In Winter.	In Sum'r.	In Winter.			
Ashburnham,	2,153	\$789,081	15	-	\$125 00	371	471	320	412	5	50	441
Athol,	2,313	1,085,516	14	-	200 00	467	493	421	438	3	86	530
Andover,	959	503,928	6	-	250 00	205	202	162	169	5	20	215
Barre,	2,356	1,797,762	21	-	-	473	537	365	438	29	103	460
Berlin,	1,062	401,831	5	-	-	179	213	153	190	4	48	211
Blackstone,	4,357	1,993,024	17	-	100 00	965	895	742	720	15	41	1,138
Bolton,	1,504	636,514	8	-	33 25	191	221	134	190	5	32	221
Boylston,	792	467,551	6	-	-	169	188	134	165	13	29	170
Brookfield,	2,106	973,359	13	-	-	417	417	361	361	12	74	459
Charlton,	1,925	909,729	13	-	200 00	359	437	292	377	29	80	405
Clinton,	4,021	2,017,299	13	\$3,574 18	1,032 18	996	816	692	669	-	35	927
Dana,	789	242,117	6	-	125 00	166	180	132	146	6	32	165
Douglas,	2,157	871,651	11	-	1,066 04	444	510	381	403	19	100	433
Dudley,	2,077	681,471	10	1,200 00	30 00	397	368	321	311	7	23	456
Fitchburg,	8,119	4,240,252	34	67,176 82	2,693 29	1,732	1,929	1,359	1,480	12	145	1,921
Gardner,	2,553	905,324	14	-	451 59	596	681	493	499	14	89	602
Grafton,	3,982	1,777,973	19	500 00	850 00	852	810	710	707	22	38	1,042
Hardwick,	1,968	1,099,438	12	1,354 50	76 10	357	394	305	333	9	63	365
Harvard,	1,353	932,514	10	-	-	249	273	209	236	7	49	279
Holden,	1,846	853,695	14	-	25 00	345	412	272	344	9	71	395
Hubbardston,	1,546	741,433	15	-	200 00	281	370	250	303	8	85	278
Lancaster,	1,767	1,004,802	12	-	330 01	261	279	202	215	8	44	290
Leicester,	2,528	1,615,888	14	-	-	472	435	394	358	9	38	487
Leominster,	3,318	1,933,122	18	-	377 49	654	705	567	632	4	123	650
Lunenburg,	1,167	731,560	9	-	24 35	193	255	153	220	3	42	194

SCHOOL RETURNS.

li

Mendon, . . .	1,207	\$668,709	8	-	\$25 00	240	254	187	211	9	50	246
Milford, . . .	9,102	3,275,231	26	-	1,242 74	2,180	2,205	1,624	1,561	-	120	2,354
Millbury, . . .	3,780	1,392,456	17	-	-	630	656	518	513	23	79	768
New Braintree, . . .	752	553,719	6	-	24 02	115	141	96	113	1	38	136
No. Brookfield, . . .	1,623	1,034,978	14	-	1,000 00	527	563	421	440	10	137	583
Northborough, . . .	2,642	898,385	7	-	299 45	291	316	216	266	6	97	280
Northbridge, . . .	2,514	1,104,648	14	-	438 55	621	628	473	516	12	40	711
Oakham, . . .	925	318,003	8	\$200 00	-	171	217	136	186	13	42	175
Oxford, . . .	2,713	1,137,476	12	2,787 54	200 00	486	480	326	326	14	56	751
Paxton, . . .	626	297,237	6	-	40 00	135	161	116	142	3	13	140
Petersham, . . .	1,386	651,779	11	-	514 96	250	298	203	254	8	51	246
Phillipston, . . .	726	320,834	7	-	30 00	140	165	120	152	6	33	156
Princeton, . . .	1,238	778,666	10	-	10 00	218	269	180	225	8	100	231
Royalston, . . .	1,441	711,872	8	-	59 31	265	309	159	173	16	53	281
Rutland, . . .	1,011	523,646	10	-	50 00	193	256	158	222	5	60	230
Shrewsbury, . . .	1,571	1,026,968	9	-	100 00	301	502	252	412	4	24	274
Southborough, . . .	1,750	957,409	9	-	824 32	418	380	331	289	2	41	419
Southbridge, . . .	4,131	1,696,264	18	-	225 00	950	715	595	590	26	83	1,084
Spencer, . . .	3,026	1,363,465	16	-	-	687	674	546	470	18	75	698
Sterling, . . .	1,668	1,086,710	12	-	-	275	341	245	299	10	92	316
Sturbridge, . . .	1,993	864,875	14	-	155 00	321	375	247	312	9	67	376
Sutton, . . .	2,363	1,141,588	14	-	50 00	395	474	315	397	25	68	595
Templeton, . . .	2,390	979,116	14	-	100 00	454	452	361	383	17	53	454
Upton, . . .	2,017	736,082	11	-	-	402	384	329	320	13	88	377
Uxbridge, . . .	2,835	1,624,174	16	16,000 00	-	539	567	439	465	20	28	601
Warren, . . .	2,205	985,109	13	-	700 00	401	433	350	355	8	59	473
Webster, . . .	3,608	1,060,039	11	6,000 00	200 00	581	594	395	398	4	45	744
Westborough, . . .	3,141	860,922	13	4,436 03	350 50	604	603	502	495	15	73	754
West Boylston, . . .	2,293	679,389	10	3,000 00	-	351	518	380	410	5	67	579
West Brookfield, . . .	1,549	1,337,740	9	-	-	331	373	252	310	4	67	370
Westminster, . . .	1,639	721,267	12	-	-	344	402	277	327	13	102	349
Winchendon, . . .	2,802	1,160,952	14	11,986 43	88 66	598	612	450	496	26	79	593
Worcester, . . .	30,058	19,701,244	109	46,113 92	3,315 23	6,658	6,992	4,963	5,180	-	312	6,460
Total, . . .	162,923	\$80,857,766	817	\$164,329 42	\$18,232 04	32,987	34,802	25,702	27,526	610	3,932	35,538

BOARD OF EDUCATION.

WORCESTER COUNTY—CONTINUED.

TOWNS.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of the year, in Months for Public Schools	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by Schools, including Wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1868-9.	Amount of board, fuel, etc., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.	
	SUMMER.		WINTER.		Males.	Females.									
	Males.	Fem.	Males.	Fem.											
Ashburnham,	-	14	9	7	8	15	65.6	4.13	\$50 00	\$26 23	\$2,400 00	-	\$150 00	-	-
Athol, .	1	13	2	12	4	19	107	8.10	36 00	32 00	4,000 00	-	274 00	-	-
Auburn,	-	6	-	6	-	8	36	6	-	29 67	1,000 00	-	63 00	-	-
Barre,	1	17	5	15	6	21	110.4	5	46 56	23 45	3,800 00	\$78 00	209 25	-	-
Berlin,	1	4	1	4	1	6	34.10	6.18	38 00	31 25	1,000 00	-	115 00	-	-
Blackstone,	4	14	4	11	4	18	155.10	8.4	79 86	28 65	6,000 00	-	100 00	-	\$2,000 00
Bolton,	1	6	2	7	2	9	58.7	7.3	60 00	25 14	1,200 00	27 50	120 00	-	12,000 00
Boylston,	-	6	-	6	-	8	32.4	5.6	-	30 33	900 00	-	80 00	-	-
Brookfield,	1	12	3	10	4	18	99.10	7.7	67 04	30 25	4,600 00	-	149 75	-	-
Charlton,	-	13	8	5	8	14	78	6	37 50	27 83	2,500 00	-	131 00	-	2,000 00
Clinton,	1	13	1	13	1	13	122.12	9.9	128 81	39 23	6,913 61	-	226 50	-	-
Dana, .	-	8	2	6	2	13	37.15	6.6	40 50	24 08	700 00	150 00	70 00	-	-
Douglas,	1	13	2	10	2	15	63	5.11	44 00	30 06	2,800 00	-	82 50	-	941 29
Dudley,	-	10	4	6	4	12	74.5	7.9	34 25	28 06	3,000 00	-	150 00	-	2,000 00
Fitchburg,	4	36	5	36	7	42	264.15	8	125 00	32 73	16,000 00	-	805 50	-	-
Gardner,	1	13	1	13	2	19	87	6.4	113 33	30 34	3,500 00	-	202 00	-	1,000 00
Grafton,	1	19	3	17	4	26	141.15	7.9	56 00	30 05	5,500 00	-	232 50	-	1,000 00
Hardwick,	1	11	5	8	5	14	80.2	6.14	43 19	27 01	2,500 00	-	140 24	-	200 00
Harvard,	-	10	3	8	3	12	63.5	6.7	41 33	31 15	2,375 00	-	161 50	-	-
Holden,	-	14	2	12	2	19	83.10	5.19	50 00	26 54	2,500 00	-	133 00	-	3,366 67
Hubbardston,	-	14	3	11	3	18	65.8	4.14	40 66	26 96	2,000 00	-	175 00	-	1,200 00
Lancaster,	-	11	2	10	2	13	67.15	6.14	42 50	27 15	2,460 00	-	160 75	-	-
Leicester,	2	13	3	10	5	13	107.17	7.14	53 00	33 61	4,500 00	-	155 00	-	22,500 00
Leominster,	2	18	6	13	7	24	141.2	7.12	66 33	32 18	5,986 89	-	254 00	-	11,433 33
Lunenburg,	-	9	2	7	2	11	54	6	50 00	31 88	1,990 18	-	142 12	-	-

SCHOOL RETURNS.

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Mendon,	1	7	2	6	2	9	51.18	6.8	\$49 33	\$25 71	\$1,500 00	\$68 00	-
Millford,	4	31	4	32	6	33	231.15	8.18	94 98	31 48	15,000 00	544 61	-
Millbury,	2	15	2	15	4	23	145.10	8.2	70 00	30 08	5,000 00	230 00	-
New Braintree,	-	6	2	4	2	8	36	6	51 00	31 42	1,500 00	100 00	-
No. Brookfield,	1	15	1	16	2	22	82.14	6.3	80 00	38 12	4,700 00	263 44	-
Northborough,	1	6	1	6	1	8	59.12	8.4	90 00	30 66	2,700 00	25 00	-
Northbridge,	1	13	1	12	2	17	119	8.15	80 00	30 30	4,500 00	112 00	-
Oakham,	1	8	4	4	4	10	46.5	5.16	33 00	24 00	1,100 00	97 25	-
Oxford,	2	11	2	11	3	15	102	8.10	93 30	32 10	4,000 00	165 00	-
Paxton,	-	5	-	6	-	6	31.15	5	-	28 37	800 00	72 15	-
Petersham,	1	10	4	8	4	12	66	6	27 60	24 63	1,800 00	171 00	\$735 07
Phillipston,	-	7	3	4	3	10	34.10	4.19	33 67	23 25	850 00	41 35	-
Princeton,	-	9	4	7	4	13	56.5	6	47 50	28 10	2,000 00	90 25	-
Royalston,	-	11	3	10	3	18	67.17	8.10	41 00	21 65	1,400 00	184 00	6,500 00
Rutland,	-	10	-	10	-	19	48.7	4.17	-	24 03	1,200 00	70 23	-
Shrewsbury,	1	8	3	5	3	11	55.15	8.15	61 00	31 93	2,400 00	148 00	-
Southborough,	1	9	1	9	1	13	77.16	8.13	120 00	28 45	3,500 00	150 00	-
Southbridge,	1	17	1	17	1	22	145.17	8	110 00	28 00	5,700 00	368 00	-
Spencer,	1	15	2	15	3	22	115.10	7.5	100 00	30 87	4,500 00	240 00	436 66
Sterling,	-	12	6	6	6	13	66.13	5.11	37 00	25 00	2,000 00	95 00	-
Sturbridge,	-	14	5	9	5	17	84	6	33 76	24 37	2,000 00	136 00	-
Sutton,	-	12	5	9	5	16	71.16	5.10	44 40	28 82	3,000 00	89 00	1,900 00
Templeton,	1	13	2	12	2	17	90	6.9	76 83	29 75	3,700 00	202 00	-
Upton,	1	11	2	11	2	20	68.5	6.4	40 35	27 00	2,722 47	106 12	-
Uxbridge,	1	17	1	16	1	19	114.13	7.3	83 33	28 26	4,600 00	138 50	-
Warren,	1	13	2	12	2	21	105.10	8.3	77 50	26 42	4,500 00	150 00	-
Webster,	1	10	1	11	1	18	95.15	8.14	120 00	32 80	4,500 00	305 00	-
Westborough,	1	14	1	14	2	13	100	8.15	115 00	29 50	4,150 00	217 80	-
West Boylston,	-	10	-	10	-	13	70.15	7	-	31 70	2,500 00	136 20	-
West Brookfield,	-	8	3	6	3	12	59.17	6.19	43 33	31 07	2,000 00	97 00	-
Westminster,	-	12	4	8	4	14	72	6	40 25	29 60	2,000 00	104 00	-
Winchendon,	2	12	2	14	4	15	86.19	6.16	72 00	35 28	4,273 96	286 48	-
Worcester,	9	103	9	114	11	146	930.8	10.5	161 39	52 90	86,963 55	3,887 14	-
Total,	56	791	161	612	184	1,050	7.2	-	\$65 55	\$29 51	\$283,185 66	\$13,573 13	\$69,213 02

WORCESTER COUNTY—CONCLUDED.

TOWNS.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.				INCORP. ACADEMIES.			UNINCORP. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1869.	
			Number.	How supported.	LENGTH.		Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.		Aggregate paid for Tuition.
					Months	Days								
Ashburnham,	-	-	1	Taxation,	5		\$375 00	1	-	-	2	50	\$75 00	-
Athol,	-	-	1	Taxation,	9,10		935 00	1	-	-	1	16	400 00	\$185 42
Auburn,	-	-	1	-	-		-	1	-	-	-	-	-	117 43
Barre,	\$120 00	-	1	Taxation,	9		866 64	1	-	-	-	-	-	-
Berlin,	-	-	1	-	-		-	1	-	-	-	-	-	-
Blackstone,	-	\$243 00	1	Taxation,	9,10		1,100 00	1	-	-	-	-	-	-
Bolton,	720 00	140 35	1	Not by Tax'n,	10		600 00	1	-	-	-	-	-	-
Boylston,	-	-	1	-	-		-	1	-	-	1	20	20 00	-
Brookfield,	-	-	1	Taxation,	9		1,000 00	1	-	-	-	-	-	-
Charlton,	140 00	-	1	-	-		1,233 33	1	-	-	1	20	350 00	-
Clinton,	-	-	1	Taxation,	9,12		-	1	-	-	-	-	-	-
Dana,	56 48	-	1	-	-		900 00	1	50	\$1,000 00	4	40	125 00	-
Douglas,	120 00	-	1	Taxation,	9		-	-	-	-	-	-	-	-
Dudley,	-	-	1	-	-		-	1	-	-	1	-	-	-
Fitchburg,	-	-	1	Taxation,	10		2,000 00	1	-	-	-	-	-	-
Gardner,	60 00	-	1	Taxation,	9		1,020 00	1	-	-	-	-	-	-
Grafton,	82 38	-	1	Taxation,	10		1,000 00	1	-	-	3	95	225 00	-
Hardwick,	12 00	-	-	-	-		-	-	-	-	-	-	-	-
Harvard,	-	-	-	-	-		-	-	-	-	-	-	-	-
Holden,	202 00	-	-	-	-		-	-	-	-	1	30	100 00	-
Hubbardston,	72 00	-	-	-	-		-	-	-	-	1	25	140 00	-
Lancaster,	-	-	-	-	-		-	1	50	1,400 00	-	-	-	-
Leicester,	1,642 00	-	1	Taxation,	10,10		800 00	1	-	936 00	-	-	-	-
Leominster,	752 04	-	1	Tax'n in part,	10		1,300 00	1	-	-	-	-	-	-
Lunenburg,	-	-	1	-	-		-	1	-	-	-	-	-	-

SCHOOL RETURNS.

	\$142 93	1	Taxation, Taxation, Taxation,	6 10 9.5	\$400 00 1,350 00 1,000 00	- - -	- - -	2 2 -	32 60 -	\$40 00 1,080 00 -	\$119 13 517 45 239 60
Mendon, .	-	1	Taxation,	6	\$400 00	-	-	-	2	\$40 00	\$119 13
Milford, .	-	1	Taxation,	10	1,350 00	-	-	2	60	1,080 00	517 45
Millbury, .	-	1	Taxation,	9.5	1,000 00	-	-	-	-	-	239 60
New Braintree,	-	1	-	-	-	-	-	-	-	-	100 95
No. Brookfield,	-	1	Taxation,	9.10	820 00	-	-	2	30	90 00	187 90
Northborough,	-	1	Taxation,	10	900 00	-	-	-	-	-	140 54
Northbridge,	-	1	Taxation,	10	800 00	-	-	-	-	-	199 63
Oakham, .	-	1	-	-	-	-	-	1	25	100 00	109 28
Oxford,	-	1	Taxation,	11.15	1,000 00	-	-	-	-	-	172 54
Paxton,	-	-	-	-	-	-	-	-	-	-	-
Petersham, .	\$44 29	-	-	-	-	-	-	2	240	1,961 00	125 77
Phillipston, .	-	-	-	-	-	-	-	1	28	120 00	-
Princeton, .	-	1	Taxation,	2.10	150 00	-	-	1	20	25 00	116 86
Royalston, .	534 79	1	-	-	-	-	-	-	-	-	132 00
Rutland, .	-	-	-	-	-	-	-	1	20	20 00	-
Shrewsbury,	-	1	Taxation,	5.10	550 00	-	-	1	8	40 00	130 88
Southborough,	-	1	Taxation,	7	1,200 00	-	40	1	12	500 00	153 98
Southbridge,	-	1	Taxation,	10	1,100 00	-	\$8,000 00	-	-	-	279 20
Spencer, .	26 20	1	Taxation,	10	1,000 00	-	-	-	-	-	209 66
Sterling,	-	-	-	-	-	-	-	-	-	-	139 40
Sturbridge, .	-	-	-	-	-	-	-	-	-	-	147 16
Sutton	114 00	-	-	-	-	-	-	6	130	275 00	-
Templeton,	-	1	Taxation,	9	800 00	-	-	1	25	75 00	161 37
Upton,	-	1	Taxation,	8.15	575 00	-	-	2	40	45 00	133 99
Uxbridge, .	220 00	1	Taxation,	10	1,000 00	-	-	-	-	-	185 42
Warren, .	-	1	Taxation,	10	1,200 00	-	-	-	-	-	150 76
Webster,	-	1	Taxation,	10	1,200 00	-	-	-	-	-	207 77
Westborough,	-	1	Taxation,	10	1,200 00	-	-	1	13	520 00	200 58
West Boylston,	-	-	-	-	-	-	-	1	25	27 00	170 65
West Brookfield,	-	-	-	-	-	-	-	2	30	150 00	130 23
Westminster,	-	1	Tax'n in part,	2.10	187 50	-	-	-	-	-	-
Winchendon,	-	1	Taxation,	9	870 00	-	-	3	40	192 00	180 87
Worcester, .	-	1	Taxation,	10.5	2,500 00	-	70	15	450	26,000 00	1,115 03
Total, .	\$4,899 08	34	-	-	-	-	5	60	1,424	\$32,695 00	\$9,192 44

INDIANS.

TOWNS.	Population—State Census, 1865.	Valuation—1865.	No. of Schools.	Amount expended in 1868 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1868.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.	No. in the State be- tween 5 and 15 years of age May 1, 1868.
						In Sum'r.	In Winter.	In Sum'r.	In Winter.			
Chapquequidic,	.	.	1	1	1	10	10	8	8	1	1	1
Christiantown,	.	.	1	1	1	1	1	1	1	1	1	1
Gay Head,	.	.	1	1	1	1	1	1	1	1	1	1
Marshpee,	.	.	2	1	\$150 00	52	60	29	57	1	15	66

SCHOOL RETURNS.

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INDIANS—CONCLUDED.

TOWNS.	NO. OF TEACHERS IN PUBLIC SCHOOLS.				Number of different persons employed as Teachers in Public Sch'ls.		Aggregate Length of the year, in Months and Days.	Average Length as returned by Committees.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of fires and school-rooms, for the school-year 1888-9.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Am't of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
	SUMMER.		WINTER.		Males.	Females.								
	Males.	Fem.	Males.	Fem.										
Chappequiddie, .	1	1	1	1	1	1	4	4	\$15 00	1	1	1	1	1
Christiantown, .	1	1	1	1	1	1	4	4	—	—	1	1	1	1
Gay Head, .	1	1	1	1	1	1	14.2	7.15	—	—	1	1	1	1
Marshpee, .	1	2	2	1	2	3	14.2	7.15	\$42 50	26 00	\$125 00	1	\$25 00	1

R E C A P I T U L A T I O N .

C O U N T I E S .	Population - State Census, 1865.	Valuation—1865.	No. of Schools.	Amount expended in 1868 for Erecting School-Houses.	Amount paid for Re- pairing, &c., in 1868.	No. of Scholars of all ages in the Public Schools.		Average attendance in the Public Schools.		Persons under 5 years of age who attend the Public Schools.	Persons over 15 years of age who attend the Public Schools.
						In Sum'r.	In Winter.	In Sum'r.	In Winter.		
Barnstable,*	34,489	\$14,276,198	177	\$3,000 00	\$2,328 37	6,407	7,377	4,864	6,012	144	1,637
Berkshire, . .	56,966	27,937,444	329	62,184 74	4,354 55	10,558	11,120	7,475	8,088	353	1,170
Bristol, . . .	89,505	59,464,668	318	49,989 37	14,635 60	17,497	17,208	13,286	14,180	260	1,869
Dukes, . . .	4,200	2,183,975	21	—	256 03	681	707	569	595	22	128
Essex, . . .	171,192	90,398,467	552	90,003 65	21,766 39	31,356	32,140	25,033	25,507	162	2,542
Franklin, . .	31,342	13,048,120	250	800 00	1,685 60	5,683	6,320	4,601	5,204	226	1,049
Hampden, . .	64,438	33,253,177	322	74,736 50	12,026 17	10,768	11,074	8,376	8,843	317	1,042
Hampshire, .	31,199	20,510,994	269	39,953 31	6,113 25	7,606	8,212	6,109	6,786	232	1,096
Middlesex, . .	220,618	155,324,723	733	236,469 63	58,655 40	49,550	49,750	37,623	38,589	408	4,122
Nantucket, . .	4,830	2,152,568	10	—	500 00	715	728	575	587	—	84
Norfolk, . . .	87,908	71,289,018	394	64,701 87	21,602 35	18,844	18,587	14,916	14,655	180	1,384
Plymouth, . .	63,074	27,932,058	315	5,899 42	6,265 45	12,169	11,982	9,822	9,724	251	1,121
Suffolk, . . .	236,645	411,085,476	402	245,270 65	89,534 42	36,025	37,374	33,078	34,666	4	1,959
Worcester, . .	162,923	80,857,766	817	164,329 42	18,232 04	32,987	34,802	25,702	27,526	610	3,932
Total, . . .	1,267,329	\$1,009,709,652	4,959	\$1,037,338 56	\$257,975 62	240,846	247,381	192,029	200,962	3,169	23,135

* Including Marshpee District.

SCHOOL RETURNS.

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RECAPITULATION—CONTINUED.

COUNTIES.	No. in the State between 5 and 15 years of age May 1, 1888.	Number of Teachers, including Summer and Winter Terms.		Number of different persons employed as Teachers during the year.		Average Length of the Schools—Months and Days.	Average Wages of Teachers per month, including the Value of Board.		Raised by taxes for Schools, including wages of Teachers, board, fuel, care of rooms, for the school-year 1888-9.	Amount of board, fuel, &c., voluntarily contributed for Public Schools.	Expense of Superintendence and printing School Reports.	Amt of School Funds, the income of which can be appropriated only for the support of Academies and Schools.
		Males.	Females.	Males.	Females.		Males.	Females.				
Barnstable,*	7,074	87	273	78	182	7.18	\$63 72	\$26 65	\$50,450 00	\$1,694 00	\$2,045 57	\$30,500 00
Berkshire, .	12,702	86	586	76	432	7.7	46 84	24 30	70,669 26	8,879 09	3,062 65	20,100 87
Bristol, .	18,727	83	781	59	479	8.7	63 06	28 84	161,877 17	1,014 00	7,211 52	29,000 00
Dukes, .	804	13	38	8	21	6.8	56 28	23 29	4,775 00	—	316 42	5,000 00
Essex, .	37,456	186	1,212	135	740	9.1	84 04	30 07	308,249 71	375 00	13,344 14	232,152 00
Franklin, .	6,494	45	478	43	374	6.6	43 81	24 10	40,203 00	6,292 70	2,049 17	30,106 70
Hampden, .	13,164	64	642	46	426	8.3	60 33	26 66	131,436 08	3,730 13	5,935 66	113,101 65
Hampshire, .	8,384	55	510	49	370	7.8	56 06	25 89	65,107 91	4,031 20	4,900 81	131,355 53
Middlesex, .	49,627	249	1,889	176	1,209	8.14	105 64	33 69	588,602 15	854 00	21,762 35	153,572 21
Nantucket, .	732	7	30	4	22	10.6	72 22	20 00	8,500 00	—	115 00	25,000 00
Norfolk, .	19,544	125	739	83	464	9.6	96 15	34 47	224,763 02	380 00	9,138 95	98,969 65
Plymouth, .	12,994	81	585	61	383	8	56 47	26 45	90,889 74	807 00	5,089 53	172,386 50
Suffolk, .	46,747	158	1,455	83	785	10.7	138 44	49 42	897,000 00	—	7,957 38	7,000 00
Worcester, .	35,538	217	1,403	184	1,050	7.2	65 55	29 51	283,185 66	636 00	13,573 13	69,213 02
Total, .	269,987	1,456	10,621	1,085	6,937	8.04	\$72 04	\$28 81	\$2,923,708 70	\$28,693 12	\$96,502 28	\$1,117,458 13

* Including Marshpee District.

RECAPITULATION—CONCLUDED.

COUNTIES.	Income from Local School Fund.	Income of Funds, as of Surplus Revenue, appropriated to Schools, that may be so appropriated or not.	HIGH SCHOOLS.		IN CORP. ACADEMIES.			UNINCOR. ACADEMIES AND PRIVATE SCHOOLS.			Town's share of School Fund, payable January 25, 1869.
			Number.	Salary of Principal.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	Number.	Average No. of Scholars.	Aggregate paid for Tuition.	
Barnstable,*	\$2,210 00	—	7	\$6,040 00	2	65	\$375 00	4	126	\$1,780 00	\$1,730 95
Berkshire, .	1,156 00	\$455 35	10	10,590 00	2	73	2,640 00	33	632	38,011. 80	4,059 89
Bristol, .	2,038 00	—	9	9,850 00	3	216	14,400 00	39	728	10,400 00	5,063 13
Dukes, .	300 00	—	1	656 00	1	62	376 00	1	25	250 00	453 61
Essex, .	13,589 06	1,320 45	20	26,049 00	5	535	12,853 00	75	3,318	31,171 00	9,558 81
Franklin, .	2,382 12	120 00	6	3,914 00	4	93	1,287 00	19	428	5,025 00	2,348 11
Hampden, .	7,782 59	725 65	8	11,215 00	2	392	14,029 21	24	770	10,927 50	4,045 62
Hampshire, .	9,661 92	416 70	9	8,287 50	4	454	9,940 95	16	311	7,535 00	2,943 85
Middlesex, .	10,261 50	—	33	44,907 25	8	433	28,708 75	68	1,886	53,242 00	12,743 37
Nantucket, .	1,500 00	—	1	1,200 00	1	42	250 00	1	50	500 00	208 72
Norfolk, .	6,945 15	331 13	19	24,346 00	2	164	7,700 00	39	800	29,783 00	5,218 24
Plymouth, .	11,947 19	229 16	14	13,705 00	6	250	4,942 00	26	415	5,211 75	4,050 55
Suffolk, .	503 89	—	4	6,500 00	—	4,059†	—	76	2,425	255,636 00	9,020 33
Worcester, .	4,699 08	746 28	34	32,932 47	5	210	13,336 00	60	1,424	32,695 00	9,192 44
Total, .	\$74,976 50	\$4,344 72	175	\$200,192 22	45	7,048	\$110,837 91	481	13,338	\$482,168 05	\$70,637 62

* Including Marshpee District.

† In Religious and Charitable Institutions.

SCHOOL RETURNS.

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EVENING SCHOOLS, AS RETURNED BY SCHOOL COMMITTEES.

CITIES AND TOWNS.	No. of Schools.	Males.	Females.	Average Number.	Time Kept.	No. of Teachers.	Expense.
Boston, . .	-	-	-	-	5 ms. 13 dys.	44	\$4,216 16
Cambridge, .	1	439	-	157	5 months.	10	1,500 00
Charlestown, .	1	150	60	110	8 weeks.	12	800 00
Chelsea, . .	1	107	58	30	3 months.	2	600 00
Dorchester, .	1	30	25	45	25 hours.	-	-
Fall River, .	2	314	112	288	15 weeks.	6	505 59
Fitchburg, .	1	50	60	90	3 months.	12	225 00
Lawrence, . .	1	350	150	350	5 months.	20	600 00
Lowell, . . .	1	328	119	251	5½ weeks.	11	320 21
Ludlow, . . .	1	8	10	10	5 weeks.	1	15 00
Medford, . .	1	60	-	40	13 weeks.	1	313 64
New Bedford, .	2	81	125	153	6 months.	6	1,200 00
Northampton, .	1	58	55	54	46 weeks.	3	450 00
Salem, . . .	1	153	114	117	3 ms. 15 dys.	8	1,019 28
Springfield, .	4	130	170	200	10½ weeks.	8	450 00
Wakefield, . .	1	40	40	35	37 evenings.	3	184 02
Westfield, . .	1	-	-	-	10 evenings.	9	17 80
West Roxbury, .	1	171	47	80	5½ months.	3	700 00
Winchester, . .	1	23	8	19	28 evenings.	4	196 00
Woburn, . . .	1	80	14	23	80 evenings.	3	140 92
Worcester, . .	3	300	285	138	23 weeks.	8	1,178 71
Total, . . .	27	2,872	1,452	2,190	-	174	\$14,637 30

RETURNS OF SCHOOLS IN STATE INSTITUTIONS, FOR THE YEAR ENDING SEPTEMBER 30, 1869.

STATE INSTITUTIONS.	Number of Schools in the Institution.	Number of different Scholars of all ages during the year.	Average attendance during the year.	No. under 5 years of age attending School.	No. over 15 years of age attending School.	No. between 5 and 15 years of age remaining in the Institution, September 30, 1869.	No. of Teachers during the year.		Wages of Teachers per Month.		Length of each School in Months.
							Males.	Females.	Males.	Females.	
Monson State Almshouse,	7	584	318	23	15	279	1	7	\$58 33	\$16 66	11
Tewksbury State Almshouse,*	1	-	-	-	-	-	-	-	-	-	-
Lancaster State Industrial School,	5	245	140	-	163	60	-	9	-	20 83†	12
Westborough Reform School,	7	488	307	-	67	228	2	5	46 70	23 33	12½
Nautical School { Ship G. M. Barnard,	1	261	140	-	43	56	1	1	100 00	20 00	12
{ Ship Massachusetts,	1	215	124	-	135	36	1	1	133 33†	33 33	12½
Total,	-	-	-	-	-	-	-	-	-	-	-

* School discontinued.

|| Four hours per day through the year.

† Also one boy promoted to be Monitor; wages \$5 per month.

‡ Boys divided into two watches; attend school on alternate days.

† Beside board, &c.

GRADUATED TABLES — FIRST SERIES.

The following Table shows the sums appropriated by the several cities and towns in the State, for the education of each child between 5 and 15 years of age. The income of the Surplus Revenue and of other funds held in a similar way, when appropriated to schools is added to the sum raised by taxes, and these sums constitute the amount reckoned as appropriations. The income of such School Funds as were given and are held on the express condition that their income shall be appropriated to schools, is not included. Such an appropriation of their income being necessary to retaining the funds, is no evidence of the liberality of those holding the trust. But if a town appropriates the income of any Fund to its Public Schools, which may be so appropriated or not, at the option of the voters, or when the town has a legal right to use such income in defraying its ordinary expenses, then such an appropriation is as really a contribution to Common Schools as an equal sum raised by taxes. On this account the Surplus Revenue, and sometimes other funds, are to be distinguished from Local School Funds as generally held. The income of the one *may* be appropriated to schools or not, at the pleasure of the town; the income of the other *must* be appropriated to schools by the condition of the donation. Funds of the latter kind are usually donations made to furnish means of education in addition to those provided by a reasonable taxation. Committees are expected, in their annual returns, to make this distinction in relation to School Funds.

Voluntary contributions are not included in the amount which is divided, in order to ascertain the sum appropriated to each child. In many towns such contributions, however liberal, are not permanent, and cannot be relied upon as a stated provision. They are often raised and applied to favor particular districts or schools, or classes of scholars, and not to benefit equally all that attend the Public Schools. Besides, the value of board and fuel gratuitously furnished is determined by the mere estimate of individuals, and is therefore uncertain; while the amount raised by taxes, being in money, has a fixed and definite value, and is a matter of record. Still, the contributions voluntarily made are exhibited in a separate column of the Table, as necessary to a complete statement of the provision made by the towns for the education of their children.

The Table exhibits the rank of each city or town in the State, in respect to its liberality in the appropriation of money to its schools, as compared with other cities and towns for the year 1868-9, also its rank in a similar scale for 1867-8. It presents the sum appropriated to each child between 5 and 15.

GRADUATED TABLES — FIRST SERIES.

[FOR THE STATE.]

*Table showing the comparative amount of Money appropriated by the different Towns in the State, for the education of each Child in the Town, between 5 and 15 years.**

For 1867-8.	For 1868-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
7	1	DORCHESTER,	\$22 82.7	\$47,000 00	-	-	2,059	-
5	2	Milton, . .	22 52.3	10,000 00	-	-	444	-
1	3	Brookline, . .	21 61.5	22,933 29	-	-	1,061	-
2	4	Nahant, . .	21 33.3	1,600 00	-	-	75	-
6	5	Boston, . .	19 76.6	852,100 00	-	-	43,109	-
8	6	Belmont, . .	19 48.5	5,300 00	-	-	272	-
4	7	Newton, . .	19 19.7	44,000 00	-	-	2,292	-
3	8	Arlington, . .	18 21.7	10,893 97	-	-	598	-
9	9	West Roxbury,	15 99.5	23,848 06	-	-	1,491	-
19	10	Medford, . .	15 69	18,200 00	-	-	1,160	-
11	11	Brighton, . .	15 41.8	14,200 00	-	-	921	-
16	12	Springfield, . .	15 09.9	62,525 75	-	-	4,141	-
15	13	Watertown, . .	15 03.6	12,600 00	-	-	838	-
27	14	Waltham, . .	14 50.6	19,365 67	-	-	1,335	-
26	15	New Bedford, . .	14 48.6	47,500 00	-	-	3,279	-
25	16	Winchester, . .	14 29.9	7,450 00	-	-	521	-
12	17	Lowell, . .	13 90.7	86,573 95	-	-	6,225	-
23	18	Swampscott, . .	13 55.4	4,500 00	-	-	332	-
13	19	Worcester, . .	13 46.2	86,963 55	-	-	6,460	-
29	20	Lexington, . .	13 41.5	5,500 00	-	-	410	\$120 00
33	21	Weston, . .	13 35.1	2,817 00	-	-	211	-
46	22	Melrose, . .	13 31.1	8,000 00	-	-	601	-
10	23	Somerville, . .	13 27	31,743 00	-	-	2,392	-
32	24	Malden, . .	12 94.1	22,000 00	-	-	1,700	-
18	25	Charlestown, . .	12 91.3	75,204 00	-	-	5,824	-
21	26	Cambridge, . .	12 78.1	93,377 94	-	-	7,306	-
14	27	Chelsea, . .	12 64.4	41,600 00	-	-	3,290	-
72	28	Holyoke, . .	12 63.2	18,000 00	-	-	1,425	-
31	29	Dedham, . .	12 51.3	17,931 67	-	-	1,433	-
52	30	Framingham, . .	11 83.5	9,350 00	-	-	790	-

* Compare the rank of towns in this Table with their rank in the next or Second Series of Tables, showing the percentage of taxable property appropriated for Schools.

SCHOOL RETURNS.

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For 1887-8.	For 1888-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
24	31	Nantucket, .	\$11 61.2	\$8,500 00	-	-	732	-
28	32	Needham, .	11 55.6	7,500 00	-	-	649	-
22	33	Amherst, .	11 27.8	7,500 00	-	-	665	\$345 00
49	34	New Braintree, .	11 02.9	1,500 00	-	-	136	-
-	35	Hyde Park, .	10 98	6,500 00	-	-	592	-
88	36	Lincoln, .	10 76.9	1,400 00	-	-	130	-
37	37	Concord, .	10 73.8	4,800 00	-	-	447	-
45	38	Kingston, .	10 71.4	2,989 16	-	-	279	65 00
36	39	Peabody, .	10 58.7	14,900 00	\$335 17	15,235 17	1,439	-
40	40	Plymouth, .	10 56.9	13,000 00	-	-	1,230	-
39	41	Tyngsborough, .	10 50	1,050 00	-	-	100	15 00
20	42	North Chelsea, .	10 47.6	2,200 00	-	-	210	-
41	43	Yarmouth, .	10 47.1	4,000 00	-	-	382	-
42	44	No. Andover, .	10 45.8	5,250 00	-	-	502	-
58	45	Burlington, .	10 31.3	938 50	-	-	91	-
66	46	Lunenburg, .	10 25.9	1,990 18	-	-	194	-
71	47	Bridgewater, .	10 12.5	6,500 00	-	-	642	-
65	48	Brookfield, .	10 02.2	4,600 00	-	-	459	-
35	49	Quincy, .	10 01.3	16,000 00	-	-	1,598	-
34	50	Fairhaven, .	9 92.1	5,000 00	-	-	504	-
47	51	Westfield, .	9 79.4	12,389 33	-	-	1,265	149 00
113	52	Northborough, .	9 64.3	2,700 00	-	-	280	-
50	53	Barnstable, .	9 63.4	8,900 00	-	-	924	1,000 00
74	54	Wellfleet, .	9 61.9	4,800 00	-	-	499	-
68	55	Reading, .	9 61.5	5,000 00	-	-	520	500 00
51	56	South Hadley, .	9 57.4	4,500 00	-	-	470	-
48	57	Greenfield, .	9 55.4	6,000 00	-	-	628	82 00
43	58	Haverhill, .	9 52.7	20,600 00	521 18	21,121 18	2,217	-
30	59	Warren, .	9 51.4	4,500 00	-	-	473	-
44	60	Longmeadow, .	9 46.3	2,426 00	43 86	2,469 86	261	17 00
101	61	Beverly, .	9 37.5	10,800 00	-	-	1,152	50 00
147	62	Pelham, .	9 28.4	1,234 75	-	-	135	-
54	63	Wakefield, .	9 25.9	6,500 00	-	-	702	-
86	64	Ashland, .	9 24.7	3,033 06	-	-	328	-
55	65	Leicester, .	9 24	4,500 00	-	-	487	-
134	66	Leominster, .	9 21.1	5,986 89	-	-	650	-
38	67	Stoneham, .	9 20.7	6,500 00	-	-	706	-
90	68	Northampton, .	9 12.8	16,358 16	-	-	1,792	612 50
91	69	Lawrence, .	9 08.1	39,585 34	-	-	4,359	-
64	70	Chicopee, .	9 04.2	12,845 00	681 79	13,526 79	1,496	-
93	71	Belchertown, .	9 02.1	4,700 00	-	-	521	-
53	72	Salem, .	8 94.2	46,112 77	-	-	5,157	-
62	73	Greenwich, .	8 92.8	1,000 00	-	-	112	-
89	74	Hingham, .	8 76	6,473 92	-	-	739	-
69	75	Shrewsbury, .	8 75.9	2,400 00	-	-	274	-
171	76	Princeton, .	8 65.8	2,000 00	-	-	231	-
125	77	Hatfield, .	8 59.1	2,500 00	-	-	291	-
266	78	Westford, .	8 56.2	2,500 00	-	-	292	-
56	79	Bedford, .	8 55.3	1,300 00	-	-	152	-

For 1887-8.	For 1888-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
136	80	Provincetown, .	\$8 54.6	\$6,350 00	-	-	743	-
129	81	Harvard, .	8 51.3	2,375 00	-	-	279	-
75	82	Wayland, .	8 49 6	1,988 00	-	-	234	-
144	83	Lancaster, .	8 48.3	2,460 00	-	-	290	-
81	84	Conway, .	8 45.9	2,800 00	-	-	331	\$530 00
63	85	Lenox, .	8 42.4	3,100 00	-	-	368	135 00
60	86	Lynn, .	8 41.6	44,057 84	-	-	5,235	-
106	87	Westhampton, .	8 39.2	1,200 00	-	-	143	-
84	88	Southborough, .	8 35.4	3,500 00	-	-	419	-
78	89	Fitchburg, .	8 32.9	16,000 00	-	-	1,921	-
121	90	Andover, .	8 31.4	7,200 00	-	-	866	-
157	91	Bradford, .	8 31	3,000 00	-	-	361	-
83	92	Wrentham, .	8 29.2	5,000 00	-	-	603	-
67	93	Sunderland, .	8 28.7	1,500 00	-	-	181	-
126	94	Barre, .	8 26.1	3,800 00	-	-	460	78 00
96	95	Walpole, .	8 25.1	3,300 00	-	-	399	-
61	96	Woburn, .	8 20	14,309 74	-	-	1,745	100 00
70	97	Granby, .	8 15.2	1,500 00	-	-	184	25 00
76	98	Templeton, .	8 15	3,700 00	-	-	454	-
79	99	Townsend, .	8 13	3,000 00	-	-	369	-
150	100	Rochester, .	8 06.5	1,500 00	-	-	186	-
156	101	No. Brookfield, .	8 06.2	4,700 00	-	-	583	-
92	102	Saugus, .	8 05.4	3,600 00	-	-	447	-
103	103	Uxbridge, .	8 02	4,600 00	\$220 00	\$4,820 00	601	-
110	104	Fall River, .	8 01.9	38,200 00	-	-	4,764	-
57	105	Dracut, .	8 01.2	2,700 00	-	-	337	50 00
100	106	Winthrop, .	7 97.1	1,100 00	-	-	138	-
109	107	Taunton, .	7 96.6	27,298 73	-	-	3,427	-
175	108	Dighton, .	7 90	2,500 00	-	-	317	-
120	109	Enfield, .	7 89.5	1,200 00	-	-	152	9 00
105	110	Gloucester, .	7 89.2	22,500 00	-	-	2,851	-
87	111	Dunstable, .	7 86.5	700 00	-	-	89	-
205	112	Attleborough, .	7 82.9	11,000 00	-	-	1,405	-
133	113	Swansea, .	7 79.2	1,893 43	-	-	243	-
173	114	Warwick, .	7 79.2	1,200 00	-	-	154	-
169	115	Ashby, .	7 77.2	1,500 00	-	-	193	-
95	116	Hadley, .	7 74.6	3,300 00	-	-	426	20 00
59	117	Hull, .	7 74	325 00	-	-	42	-
97	118	Newburyport, .	7 73.5	22,500 00	-	-	2,909	-
107	119	Canton, .	7 73.3	6,650 00	-	-	860	-
108	120	Ware, .	7 68.7	5,765 00	-	-	750	-
73	121	Lakeville, .	7 68.1	1,551 66	-	-	202	-
245	122	Foxborough, .	7 67.9	4,400 00	-	-	573	-
217	123	Acushnet, .	7 66.3	2,000 00	-	-	261	-
98	124	Marlborough, .	7 64.6	11,500 00	-	-	1,504	24 00
260	125	Westport, .	7 64.6	3,800 00	-	-	497	250 00
138	126	Cohasset, .	7 63.7	3,200 00	-	-	419	-
202	127	Amesbury, .	7 63.4	6,000 00	-	-	786	-
193	128	Hanover, .	7 59.9	2,500 00	-	-	329	-

SCHOOL RETURNS.

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For 1867-8.	For 1868-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
141	129	Randolph, .	\$7 55.4	\$10,500 00	-	-	1,390	-
82	130	Acton, .	7 54.9	2,325 00	-	-	308	-
135	131	Athol, .	7 54.7	4,000 00	-	-	530	-
124	132	Prescott, .	7 50	750 00	-	-	100	\$36 00
117	133	Weymouth, .	7 49.5	14,000 00	-	-	1,868	195 00
178	134	Boxborough, .	7 47	657 32	-	-	88	-
127	135	Orleans, .	7 46.8	2,300 00	-	-	308	170 00
155	136	Pittsfield, .	7 46.8	15,400 00	-	-	2,062	124 00
149	137	Clinton, .	7 45.8	6,913 61	-	-	927	-
189	138	Marblehead, .	7 45.7	10,000 00	-	-	1,341	-
94	139	Hudson, .	7 36.3	4,300 00	-	-	584	-
152	140	Ipswich, .	7 33.3	4,400 00	-	-	600	-
206	141	Lynnfield, .	7 33.3	1,100 00	-	-	150	-
145	142	Petersham, .	7 32	1,800 00	-	-	246	-
112	143	Orange, .	7 31	2,500 00	-	-	342	-
139	144	Georgetown, .	7 30.8	2,850 00	-	-	390	-
118	145	Littleton, .	7 28.2	1,500 00	-	-	206	-
102	146	Seekonk, .	7 23.4	1,222 51	-	-	169	28 00
204	147	Upton, .	7 22.1	2,722 47	-	-	377	-
140	148	Sherborn, .	7 21.2	1,500 00	-	-	208	-
177	149	Winchendon, .	7 20.7	4,273 96	-	-	593	-
191	150	Dover, .	7 20	900 00	-	-	125	-
172	151	Hubbardston, .	7 19.4	2,000 00	-	-	278	-
322	152	Gt. Barrington, .	7 18.3	6,400 00	-	-	891	560 00
143	153	Montgomery, .	7 14.3	500 00	-	-	70	-
142	154	Medway, .	7 12.3	5,000 00	-	-	702	120 00
196	155	Manchester, .	7 10.2	2,500 00	-	-	352	-
119	156	Holliston, .	7 08.2	5,000 00	-	-	706	-
111	157	Falmouth, .	7 07.5	3,000 00	-	-	424	-
85	158	Dalton, .	7 06.7	2,000 00	-	-	283	-
195	159	Franklin, .	7 05.5	4,000 00	-	-	567	-
104	160	Edgartown, .	7 05.1	2,200 00	-	-	312	-
153	161	Danvers, .	6 99.2	7,985 00	\$300 00	\$8,285 00	1,185	-
316	162	Erving, .	6 98.1	700 00	54 00	754 00	108	-
170	163	Stockbridge, .	6 97.7	3,000 00	-	-	430	18 00
131	164	Methuen, .	6 97.2	3,800 00	-	-	545	-
137	165	Brewster, .	6 96.9	2,000 00	-	-	287	-
192	166	Braintree, .	6 94.9	5,900 00	-	-	849	-
148	167	Ashfield, .	6 94.4	1,500 00	-	-	216	522 00
115	168	Hawley, .	6 92.3	900 00	-	-	130	618 00
179	169	Hardwick, .	6 84.9	2,500 00	-	-	365	-
114	170	Rehoboth, .	6 83.5	2,440 00	-	-	357	36 00
167	171	Eastham, .	6 81.8	900 00	-	-	132	-
188	172	Bellingham, .	6 81.7	1,400 00	140 63	1,540 63	226	50 00
209	173	South Scituate, .	6 78.8	2,050 00	-	-	302	-
80	174	Tewksbury, .	6 76.7	1,800 00	-	-	266	-
218	175	Northfield, .	6 70	2,500 00	66 00	2,566 00	383	-
130	176	Essex, .	6 68.4	2,500 00	-	-	374	50 00
123	177	Mendon, .	6 67.9	1,500 00	142 93	1,642 93	246	-

For 1867-8.	For 1868-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
154	178	E. Bridgewater,	\$6 66.7	\$4,000 00	-	-	600	\$150 00
174	179	Halifax, . .	6 66.7	800 00	-	-	120	-
181	180	Hanson, . . .	6 63.7	1,500 00	-	-	226	-
326	181	Dudley, . . .	6 57.9	3,000 00	-	-	456	-
132	182	Adams, . . .	6 54.3	12,000 00	-	-	1,834	-
77	183	New Salem, .	6 52.2	1,500 00	-	-	230	200 00
182	184	Millbury, . .	6 51	5,000 00	-	-	768	-
238	185	N. Bridgewater,	6 50.6	10,000 00	-	-	1,537	-
237	186	Billerica, . .	6 49	2,200 00	-	-	339	-
183	187	Brimfield, . .	6 47.1	1,650 00	-	-	255	-
240	188	Douglas, . . .	6 46.7	2,800 00	-	-	433	-
185	189	Middleborough,	6 45.8	6,200 00	-	-	960	150 00
216	190	Spencer, . . .	6 44.7	4,500 00	-	-	698	-
194	191	Marshfield, . .	6 43.1	2,000 00	-	-	311	-
203	192	Deerfield, . .	6 42.1	4,315 00	-	-	672	638 00
294	193	Easton, . . .	6 41.7	4,800 00	-	-	748	700 00
180	194	Sandwich, . . .	6 41	5,500 00	-	-	858	-
164	195	Milford, . . .	6 37.2	15,000 00	-	-	2,354	-
286	196	Alford, . . .	6 34.9	400 00	-	-	63	100 00
161	197	Holden, . . .	6 33	2,500 00	-	-	395	-
160	198	Northbridge, .	6 32.9	4,500 00	-	-	711	-
198	199	Sterling, . . .	6 32.9	2,000 00	-	-	316	15 50
197	200	Chatham, . . .	6 30.3	3,700 00	-	-	587	-
184	201	Oakham, . . .	6 29	1,100 00	-	-	175	75 00
227	202	Hopkinton, . .	6 28.3	7,200 00	-	-	1,146	-
158	203	Scituate, . . .	6 27.8	2,800 00	-	-	446	-
215	204	Carlisle, . . .	6 25	825 00	-	-	132	-
332	205	Monroe, . . .	6 25	200 00	-	-	32	-
166	206	Natick, . . .	6 21	7,700 00	-	-	1,240	-
151	207	Sharon, . . .	6 19.2	1,500 00	\$190 50	\$1,690 50	273	-
250	208	Charlton, . . .	6 17.3	2,500 00	-	-	405	-
288	209	Middlefield, . .	6 16.8	900 00	80 72	980 72	159	-
228	210	Heath, . . .	6 14	700 00	-	-	114	388 20
210	211	Wilmington, .	6 13.5	1,000 00	-	-	163	45 00
270	212	Middleton, . .	6 12.7	1,250 00	-	-	204	-
283	213	Rowley, . . .	6 12.2	1,500 00	-	-	245	-
239	214	Bolton, . . .	6 06.5	1,200 00	140 35	1,340 35	221	27 50
278	215	Chesterfield, .	6 06.1	1,000 00	-	-	165	335 00
165	216	Webster, . . .	6 04.8	4,500 00	-	-	744	-
99	217	Wenham, . . .	6 03	1,200 00	-	-	199	-
187	218	Groton, . . .	6 02.4	4,500 00	-	-	747	-
281	219	Hinsdale, . . .	6 02.4	2,000 00	-	-	332	-
271	220	Southampton, .	6 02.4	1,500 00	-	-	249	150 00
219	221	Dartmouth, . .	6 00	4,500 00	-	-	750	-
200	222	Wales, . . .	6 00	750 00	-	-	125	-
229	223	Sudbury, . . .	5 99	2,300 00	-	-	384	-
236	224	Boxford, . . .	5 94.4	1,000 00	58 10	1,058 10	178	-
246	225	Rockport, . .	5 94.1	4,741 66	106 00	4,847 66	816	-
201	226	Easthampton, .	5 92.3	4,200 00	189 00	4,389 00	741	-

SCHOOL RETURNS.

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For 1867-8.	For 1865-6.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
168	227	Hamilton, . .	\$5 92.1	\$900 00	-	-	152	\$45 00.
234	228	Carver, . .	5 88.2	1,100 00	-	-	187	317 00
263	229	Freetown, . .	5 88.2	1,800 00	-	-	306	-
212	230	Abington, . .	5 86.9	12,500 00	-	-	2,130	-
159	231	Wendell, . .	5 85.9	750 00	-	-	128	-
163	232	Dennis, . .	5 82.3	5,000 00	-	-	5,828	324 00
259	233	Gardner, . .	5 81.4	3,500 00	-	-	602	-
312	234	Wareham, . .	5 76.6	3,800 00	-	-	659	-
267	235	W. Bridgewater, .	5 74.7	2,500 00	-	-	435	-
275	236	Shutesbury, . .	5 73.2	900 00	-	-	157	80 00
186	237	Westminster, . .	5 73.1	2,000 00	-	-	349	-
122	238	Paxton, . .	5 71.4	800 00	-	-	140	-
207	239	Truro, . .	5 68	1,500 00	-	-	264	-
214	240	Pern, . .	5 66	600 00	-	-	106	180 00
190	241	Plainfield, . .	5 66	600 00	-	-	106	15 00
128	242	Marion, . .	5 63.8	1,000 00	\$229 16	\$1,229 16	218	-
244	243	Worthington, . .	5 63.7	800 00	146 98	946 98	168	1,150 00
213	244	Berkley, . .	5 61.8	1,000 00	-	-	178	-
255	245	Goshen, . .	5 55.6	400 00	-	-	72	346 20
176	246	W. Newbury, . .	5 51.6	2,322 10	-	-	421	-
208	247	Westborough, . .	5 50.4	4,150 00	-	-	754	-
280	248	Sheffield, . .	5 49.8	2,500 00	127 83	2,627 83	478	1,000 00
248	249	Blackstone, . .	5 48.6	6,000 00	243 00	6,243 00	1,138	-
241	250	Phillipston, . .	5 44.9	850 00	-	-	156	-
211	251	Ashburnham, . .	5 44.2	2,400 00	-	-	441	-
276	252	Chester, . .	5 43.9	1,300 00	-	-	239	900 00
249	253	Medfield, . .	5 43.5	1,000 00	-	-	184	-
269	254	Wilbraham, . .	5 43.5	2,000 00	-	-	368	276 00
242	255	Raynham, . .	5 43.1	1,700 00	-	-	313	-
225	256	Whately, . .	5 41.9	1,100 00	-	-	203	18 00
224	257	Tisbury, . .	5 40.5	2,000 00	-	-	370	-
226	258	W. Brookfield, .	5 40.5	2,000 00	-	-	370	-
284	259	Agawam, . .	5 38	1,700 00	-	-	316	100 00
233	260	Monson, . .	5 35.7	3,000 00	-	-	560	50 00
230	261	Stoughton, . .	5 34.4	6,300 00	-	-	1,179	15 00
116	262	Oxford, . .	5 32.6	4,000 00	-	-	751	-
272	263	Sturbridge, . .	5 32	2,000 00	-	-	376	-
285	264	Newbury, . .	5 30.6	1,300 00	-	-	245	120 00
254	265	Boylston, . .	5 29.4	900 00	-	-	170	-
162	266	Ludlow, . .	5 28.2	1,500 00	-	-	284	444 00
222	267	Grafton, . .	5 27.8	5,500 00	-	-	1,042	-
296	268	Leverett, . .	5 27	835 00	-	-	159	126 00
298	269	Southbridge, . .	5 25.8	5,700 00	-	-	1,084	-
311	270	Huntington, . .	5 21.7	1,200 00	-	-	230	307 50
258	271	Rutland, . .	5 21.7	1,200 00	-	-	230	-
265	272	Palmer, . .	5 21.5	4,000 00	-	-	767	-
268	273	Russell, . .	5 20	650 00	-	-	125	-
256	274	No. Reading, . .	5 18.9	1,100 00	-	-	212	-
243	275	Salisbury, . .	5 16.8	4,000 00	-	-	774	-

BOARD OF EDUCATION.

For 1867-8.	For 1868-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
252	276	Rowe, . . .	\$5 12.8	\$600 00	-	-	117	\$200 00
264	277	Chelmsford, . .	5 11.2	2,500 00	-	-	489	-
287	278	Gill, . . .	5 08.5	600 00	-	-	118	432 00
247	279	Pembroke, . . .	5 05.1	1,500 00	-	-	297	-
301	280	Stow, . . .	5 04.5	1,700 00	-	-	337	-
279	281	Sutton, . . .	5 04.2	3,000 00	-	-	595	100 00
310	282	Tolland, . . .	5 04.2	600 00	-	-	119	428 00
317	283	Leyden, . . .	5 00	500 00	-	-	100	360 00
291	284	Norton, . . .	5 00	1,600 00	-	-	320	-
290	285	Windsor, . . .	5 00	800 00	-	-	160	950 00
306	286	Royalston, . .	4 98.2	1,400 00	-	-	281	-
295	287	New Ashford, .	4 87.8	200 00	-	-	41	60 00
221	288	Chilmark, . . .	4 85.4	500 00	-	-	103	-
220	289	Shirley, . . .	4 84.3	1,700 00	-	-	351	-
261	290	Coleraine, . . .	4 81.9	2,000 00	-	-	415	1,000 00
274	291	W. Springfield, .	4 80.9	2,400 00	-	-	499	26 13
309	292	Shelburne, . .	4 80.8	1,500 00	-	-	312	600 00
231	293	Duxbury, . . .	4 79.3	2,200 00	-	-	459	125 00
305	294	Savoy, . . .	4 75.4	922 18	-	-	194	702 30
314	295	Berlin, . . .	4 73.9	1,000 00	-	-	211	-
292	296	Plympton, . . .	4 73.7	900 00	-	-	190	-
235	297	Montague, . . .	4 72.8	2,000 00	-	-	423	-
328	298	Groveland, . . .	4 68.2	1,695 00	-	-	362	-
232	299	Auburn, . . .	4 65.1	1,000 00	-	-	215	-
273	300	Cummington, .	4 60.8	1,000 00	-	-	217	680 00
257	301	Tyringham, . .	4 60.5	700 00	-	-	152	175 00
315	302	N.Marlborough, .	4 60.3	1,500 00	\$327 52	\$1,827 52	397	589 51
223	303	Lee, . . .	4 55.7	4,297 08	-	-	943	52 25
253	304	Williamstown, .	4 51.1	3,000 00	-	-	665	-
304	305	Mansfield, . . .	4 50	2,101 50	-	-	467	-
282	306	Mattapoisett, .	4 47.8	1,200 00	-	-	268	-
277	307	Monterey, . . .	4 42	800 00	-	-	181	500 00
308	308	W. Boylston, . .	4 31.8	2,500 00	-	-	579	190 00
299	309	Cheshire, . . .	4 31	1,500 00	-	-	348	-
297	310	Topsfield, . . .	4 25.5	1,000 00	-	-	235	110 00
323	311	Blandford, . . .	4 24.5	900 00	-	-	212	874 50
300	312	Dana, . . .	4 24.2	700 00	-	-	165	150 00
289	313	Egremont, . . .	4 16.7	800 00	-	-	192	374 29
307	314	Charlemont, . .	4 14.9	1,000 00	-	-	241	324 00
318	315	Southwick, . . .	4 01.6	1,000 00	-	-	249	130 00
321	316	Otis, . . .	3 96	800 00	-	-	202	415 00
146	317	Gosnold, . . .	3 94.7	75 00	-	-	19	-
319	318	Holland, . . .	3 94.7	300 00	-	-	76	10 50
325	319	Washington, . .	3 92.2	800 00	-	-	204	144 44
199	320	Pepperell, . . .	3 88.6	1,500 00	-	-	386	-
331	321	Hancock, . . .	3 74.3	700 00	-	-	187	-
302	322	Sandisfield, . .	3 73.8	1,200 00	-	-	321	648 00
303	323	Williamsburg, .	3 71.7	2,000 00	-	-	538	-
320	324	Somerset, . . .	3 60.4	1,521 00	-	-	422	-

SCHOOL RETURNS.

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For 1867-8.	For 1868-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
251	325	Bernardston, .	\$3 57.1	\$600 00	-	-	168	\$101 00
330	326	Buckland, .	3 47.2	1,500 00	-	-	432	73 50
334	327	W.Stockbridge,	3 41.9	1,200 00	-	-	351	393 00
324	328	Becket, .	3 39.9	1,200 00	-	-	353	421 80
329	329	Mt.Washington,	3 28	200 00	-	-	61	238 00
327	330	Granville, .	3 20.5	1,000 00	-	-	312	325 00
262	331	Florida, .	3 17.5	600 00	-	-	189	102 50
335	332	Richmond, .	3 16.5	750 00	-	-	237	700 00
313	333	Harwich, .	3 13.3	2,500 00	-	-	798	200 00
293	334	Clarksburg, .	2 97.6	500 00	-	-	168	80 00
333	335	Lanesborough, .	2 58.9	800 00	-	-	309	216 00

GRADUATED TABLES—FIRST SERIES.

[COUNTY TABLES.]

Table showing the comparative amount of Money appropriated by the different Towns in each of the Counties in the State, for the education of each Child in the Town, between the ages of 5 and 15 years.

BARNSTABLE COUNTY.

For 1867-8.	For 1868-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	YARMOUTH, .	\$10 47.1	\$4,000 00	-	-	382	-
2	2	Barnstable, .	9 63.2	8,900 00	-	-	924	1,000 00
3	3	Wellfleet, .	9 61.9	4,800 00	-	-	499	-
6	4	Provincetown, .	8 54.6	6,350 00	-	-	743	-
5	5	Orleans, .	7 46.8	2,300 00	-	-	308	170 00
4	6	Falmouth, .	7 07.5	3,000 00	-	-	424	-
7	7	Brewster, .	6 96.9	2,000 00	-	-	287	-
9	8	Eastham, .	6 81.8	900 00	-	-	132	-
10	9	Sandwich, .	6 41	5,500 00	-	-	858	-
11	10	Chatham, .	6 30 3	3,700 00	-	-	587	-
8	11	Dennis, .	5 82.3	5,000 00	-	-	5,828	324 00
12	12	Truro, .	5 68.2	1,500 00	-	-	264	-
13	13	Harwich, .	3 13.3	2,500 00	-	-	798	200 00

BERKSHIRE COUNTY.

1	1	LENOX, .	\$8 42.4	\$3,100 00	-	-	368	\$135 00
4	2	Pittsfield, .	7 46.8	15,400 00	-	-	2,062	124 00
24	3	Gt. Barrington, .	7 18.3	6,400 00	-	-	891	560 00
2	4	Dalton, .	7 06.7	2,000 00	-	-	283	-
5	5	Stockbridge, .	6 97.7	3,000 00	-	-	430	18 00
3	6	Adams, .	6 54.3	12,000 00	-	-	1,834	-
14	7	Alford, .	6 34.9	400 00	-	-	63	100 00
13	8	Hinsdale, .	6 02.4	2,000 00	-	-	332	-
6	9	Peru, .	5 66	600 00	-	-	106	180 00
12	10	Sheffield, .	5 49.8	2,500 00	\$127 83	\$2,627 83	478	1,000 00

SCHOOL RETURNS.

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BERKSHIRE COUNTY—CONTINUED.

For 1887-8.	For 1888-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by towns for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
16	11	Windsor, .	\$5 00	\$800 00	-	-	160	\$950 00
18	12	New Ashford, .	4 87.8	200 00	-	-	41	60 00
21	13	Savoy, .	4 75.4	922 18	-	-	194	702 30
9	14	Tyringham, .	4 60.5	700 00	-	-	152	175 00
22	15	N.Marlborough,	4 60.3	1,500 00	\$327 52	\$1,827 52	397	589 51
7	16	Lee, .	4 55.7	4,297 08	-	-	943	52 25
8	17	Williamstown, .	4 51.1	3,000 00	-	-	665	-
11	18	Monterey, .	4 42	800 00	-	-	181	500 00
19	19	Cheshire, .	4 31	1,500 00	-	-	348	-
15	20	Egremont, .	4 16.7	800 00	-	-	192	374 29
23	21	Otis, .	3 96	800 00	-	-	202	415 00
26	22	Washington, .	3 92.2	800 00	-	-	204	144 44
28	23	Hancock, .	3 74.3	700 00	-	-	187	-
20	24	Sandisfield, .	3 73.8	1,200 00	-	-	321	648 00
30	25	W.Stockbridge,	3 41.9	1,200 00	-	-	351	393 00
25	26	Becket, .	3 39.9	1,200 00	-	-	353	421 80
27	27	Mt. Washington,	3 28	200 00	-	-	61	238 00
10	28	Florida, .	3 17.5	600 00	-	-	189	102 50
31	29	Richmond, .	3 16.5	750 00	-	-	237	700 00
17	30	Clarksburg, .	2 97.6	500 00	-	-	168	80 00
29	31	Lanesborough, .	2 58.9	800 00	-	-	309	216 00

BRISTOL COUNTY.

1	1	N. BEDFORD,	\$14 48.6	\$47,500 00	-	-	3,279	-
2	2	Fairhaven, .	9 92.1	5,000 00	-	-	504	-
5	3	Fall River, .	8 01.9	38,200 00	-	-	4,764	-
4	4	Taunton, .	7 96.6	27,298 73	-	-	3,427	-
8	5	Dighton, .	7 90	2,500 00	-	-	317	-
9	6	Attleborough, .	7 82.9	11,000 00	-	-	1,405	-
7	7	Swansea, .	7 79.2	1,893 43	-	-	243	-
11	8	Acushnet, .	7 66.3	2,000 00	-	-	261	-
14	9	Westport, .	7 64.6	3,800 00	-	-	497	\$250 00
3	10	Seekonk, .	7 23.4	1,222 51	-	-	169	28 00
6	11	Rehoboth, .	6 83.5	2,440 00	-	-	357	36 00
17	12	Easton, .	6 41.7	4,800 00	-	-	748	700 00
12	13	Dartmouth, .	6 00	4,500 00	-	-	750	-
15	14	Freetown, .	5 88.2	1,800 00	-	-	306	-
10	15	Berkley, .	5 61.8	1,000 00	-	-	178	-
13	16	Raynham, .	5 43.1	1,700 00	-	-	313	-
16	17	Norton, .	5 00	1,600 00	-	-	320	-
18	18	Mansfield, .	4 50	2,101 50	-	-	467	-
19	19	Somerset, .	3 60.4	1,521 00	-	-	422	-

DUKES COUNTY.

For 1867-8.	For 1868-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	EDGARTOWN, .	\$7 05.1	\$2,200 00	-	-	312	-
4	2	Tisbury, .	5 40.5	2,000 00	-	-	370	-
3	3	Chilmark, .	4 85.4	500 00	-	-	103	-
2	4	Gosnold, .	3 94.7	75 00	-	-	19	-

ESSEX COUNTY.

1	1	NAHANT, .	\$21 33.3	\$1,600 00	-	-	75	-
2	2	Swampscott, .	13 55.4	4,500 00	-	-	332	-
3	3	Peabody, .	10 58.7	14,900 00	\$335 17	15,235 17	1,439	-
4	4	No. Andover, .	10 45.8	5,250 00	-	-	502	-
5	5	Haverhill, .	9 52.7	20,600 00	521 18	21,121 18	2,217	-
12	6	Beverly, .	9 37.5	10,800 00	-	-	1,152	\$50 00
8	7	Lawrence, .	9 08.1	39,585 34	-	-	4,359	-
6	8	Salem, .	8 94.2	46,112 77	-	-	5,157	-
7	9	Lynn, .	8 41.6	44,057 84	-	-	5,235	-
14	10	Andover, .	8 31.4	7,200 00	-	-	866	-
20	11	Bradford, .	8 31	3,000 00	-	-	361	-
9	12	Saugus, .	8 05.4	3,600 00	-	-	447	-
13	13	Gloucester, .	7 89.2	22,500 00	-	-	2,851	-
10	14	Newburyport, .	7 73.5	22,500 00	-	-	2,909	-
25	15	Amesbury, .	7 63.4	6,000 00	-	-	786	-
23	16	Marblehead, .	7 45.7	10,000 00	-	-	1,341	-
18	17	Ipswich, .	7 33.3	4,400 00	-	-	600	-
26	18	Lynnfield, .	7 33.3	1,100 00	-	-	150	-
17	19	Georgetown, .	7 30.8	2,850 00	-	-	390	-
24	20	Manchester, .	7 10.2	2,500 00	-	-	352	-
19	21	Danvers, .	6 99.2	7,985 00	300 00	8,285 00	1,185	-
16	22	Methuen, .	6 97.2	3,800 00	-	-	545	-
15	23	Essex, .	6 68.4	2,500 00	-	-	374	50 00
30	24	Middleton, .	6 12.7	1,250 00	-	-	204	-
31	25	Rowley, .	6 12.2	1,500 00	-	-	245	-
11	26	Wenham, .	6 03	1,200 00	-	-	199	-
27	27	Boxford, .	5 94.4	1,000 00	58 10	1,058 10	178	-
29	28	Rockport, .	5 94.1	4,741 66	106 00	4,847 66	816	-
21	29	Hamilton, .	5 92.1	900 00	-	-	152	45 00
22	30	W. Newbury, .	5 51.6	2,322 10	-	-	421	-
32	31	Newbury, .	5 30.6	1,300 00	-	-	245	120 00
28	32	Salisbury, .	5 16.8	4,000 00	-	-	774	-
24	33	Groveland, .	4 68.2	1,695 00	-	-	362	-
33	34	Topsfield, .	4 25.5	1,000 00	-	-	235	110 00

SCHOOL RETURNS.

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FRANKLIN COUNTY.

For 1887-8.	For 1883-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	1	GREENFIELD,	\$9 55.4	\$6,000 00	-	-	628	\$82 00
4	2	Conway, .	8 45.9	2,800 00	-	-	331	530 00
2	3	Sunderland, .	8 28.7	1,500 00	-	-	181	-
9	4	Warwick, .	7 79.2	1,200 00	-	-	154	-
5	5	Orange, .	7 31	2,500 00	-	-	342	-
23	6	Erving, .	6 98.1	700 00	\$54 00	\$754 00	108	-
7	7	Ashfield, .	6 94.4	1,500 00	-	-	216	522 00
6	8	Hawley, .	6 92.3	900 00	-	-	130	618 00
11	9	Northfield, .	6 70	2,500 00	66 00	2,566 00	383	-
3	10	New Salem, .	6 52.2	1,500 00	-	-	230	200 00
10	11	Deerfield, .	6 42.1	4,315 00	-	-	672	638 00
26	12	Monroe, .	6 25	200 00	-	-	32	-
13	13	Heath, .	6 14	700 00	-	-	114	388 20
8	14	Wendell, .	5 85.9	750 00	-	-	128	-
18	15	Shutesbury, .	5 73.2	900 00	-	-	157	80 00
12	16	Whately, .	5 41.9	1,100 00	-	-	203	18 00
20	17	Leverett, .	5 27	838 00	-	-	159	126 00
16	18	Rowe, .	5 12.8	600 00	-	-	117	200 00
19	19	Gill, .	5 08.5	600 00	-	-	118	432 00
24	20	Leyden, .	5 00	500 00	-	-	100	360 00
17	21	Coleraine, .	4 81.9	2,000 00	-	-	415	1,000 00
22	22	Shelburne, .	4 80.8	1,500 00	-	-	312	600 00
14	23	Montague, .	4 72.8	2,000 00	-	-	423	-
21	24	Charlemont, .	4 14.9	1,000 00	-	-	241	324 00
15	25	Bernardston, .	3 57.1	600 00	-	-	168	101 00
25	26	Buckland, .	3 47.2	1,500 00	-	-	432	73 50

HAMPDEN COUNTY.

1	1	SPRINGFIELD,	\$15 09.9	\$62,525 75	-	-	4,141	-
5	2	Holyoke, .	12 63.2	18,000 00	-	-	1,425	-
3	3	Westfield, .	9 79.4	12,389 33	-	-	1,265	\$149 00
2	4	Longmeadow, .	9 46.3	2,426 00	\$43 86	\$2,469 86	261	17 00
4	5	Chicopee, .	9 04.2	12,845 00	681 79	13,526 79	1,496	-
6	6	Montgomery, .	7 14.3	500 00	-	-	70	-
8	7	Brimfield, .	6 47.1	1,650 00	-	-	255	-
9	8	Wales, .	6 00	750 00	-	-	125	-
15	9	Chester, .	5 43.9	1,300 00	-	-	239	900 00
13	10	Wilbraham, .	5 43.5	2,000 00	-	-	368	276 00
16	11	Agawam, .	5 38	1,700 00	-	-	316	100 00
10	12	Monson, .	5 35.7	3,000 00	-	-	560	50 00
7	13	Ludlow, .	5 28.2	1,500 00	-	-	284	444 00
11	14	Palmer, .	5 21.5	4,000 00	-	-	767	-
12	15	Russell, .	5 20	650 00	-	-	125	-
17	16	Tolland, .	5 04.2	600 00	-	-	119	428 00

HAMPDEN COUNTY—CONTINUED.

For 1867-8.	For 1868-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
14	17	W. Springfield,	\$4 80.9	\$2,400 00	—	—	499	\$26 13
20	18	Blandford, .	4 24.5	900 00	—	—	212	874 50
18	19	Southwick, .	4 01.6	1,000 00	—	—	249	130 00
19	20	Holland, .	3 94.7	300 00	—	—	76	10 50
21	21	Granville, .	3 20.5	1,000 00	—	—	312	325 00

HAMPSHIRE COUNTY.

1	1	AMHERST, .	\$11 27.8	\$7,500 00	—	—	665	\$345 00
12	2	South Hadley, .	9 57.4	4,500 00	—	—	470	—
13	3	Pelham, .	9 28.4	1,234 75	—	—	133	—
5	4	Northampton, .	9 12.8	16,358 16	—	—	1,792	612 50
6	5	Belchertown, .	9 02.1	4,700 00	—	—	521	—
3	6	Greenwich, .	8 92.8	1,000 00	—	—	112	—
12	7	Hatfield, .	8 59.1	2,500 00	—	—	291	—
8	8	Westhampton, .	8 39.2	1,200 00	—	—	143	—
4	9	Granby, .	8 15.2	1,500 00	—	—	184	25 00
10	10	Enfield, .	7 89.5	1,200 00	—	—	152	9 00
7	11	Hadley, .	7 74.6	3,300 00	—	—	426	20 00
9	12	Ware, .	7 68.7	5,765 00	—	—	750	—
11	13	Prescott, .	7 50	750 00	—	—	100	36 00
21	14	Middlefield, .	6 16.8	900 00	\$80 72	\$980 72	159	—
20	15	Chesterfield, .	6 06.1	1,000 00	—	—	165	335 00
18	16	Southampton, .	6 02.4	1,500 00	—	—	249	150 00
15	17	Easthampton, .	5 92.3	4,200 00	189 00	4,389 00	741	—
14	18	Plainfield, .	5 66	600 00	—	—	106	15 00
16	19	Worthington, .	5 63.7	800 00	146 98	946 98	168	1,150 00
17	20	Goshen, .	5 55.6	400 00	—	—	72	346 20
23	21	Huntington, .	5 21.7	1,200 00	—	—	230	307 50
19	22	Cummington, .	4 60.8	1,000 00	—	—	217	680 00
22	23	Williamsburg, .	3 71.7	2,000 00	—	—	538	—

MIDDLESEX COUNTY.

3	1	BELMONT, .	\$19 48.5	\$5,300 00	—	—	272	—
2	2	Newton, .	19 19.7	44,000 00	—	—	2,292	—
1	3	Arlington, .	18 21.7	10,893 97	—	—	598	—
9	4	Medford, .	15 69	18,200 00	—	—	1,160	—
5	5	Brighton, .	15 41.8	14,200 00	—	—	921	—
7	6	Watertown, .	15 03.6	12,600 00	—	—	838	—
12	7	Waltham, .	14 50.6	19,365 67	—	—	1,335	—
11	8	Winchester, .	14 29.9	7,450 00	—	—	521	—
6	9	Lowell, .	13 90.7	86,573 95	—	—	6,225	—

SCHOOL RETURNS.

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MIDDLESEX COUNTY—CONTINUED.

For 1867-8.	For 1868-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
13	10	Lexington, .	\$13 41.5	\$5,500 00	-	-	410	\$120 00
15	11	Weston, .	13 35.1	2,817 00	-	-	211	-
19	12	Melrose, .	13 31.1	8,000 00	-	-	601	-
4	13	Somerville, .	13 27	31,743 00	-	-	2,392	-
14	14	Malden, .	12 94.1	22,000 00	-	-	1,700	-
8	15	Charlestown, .	12 91.3	75,204 00	-	-	5,824	-
10	16	Cambridge, .	12 78.1	93,377 94	-	-	7,306	-
20	17	Framingham, .	11 83.5	9,350 00	-	-	790	-
33	18	Lincoln, .	10 76.9	1,400 00	-	-	130	-
16	19	Concord, .	10 73.8	4,800 00	-	-	447	-
18	20	Tyngsborough, .	10 50	1,050 00	-	-	100	15 00
24	21	Burlington, .	10 31.3	938 50	-	-	91	-
26	22	Reading, .	9 61.5	5,000 00	-	-	520	500 00
21	23	Wakefield, .	9 25.9	6,500 00	-	-	702	-
31	24	Ashland, .	9 24.7	3,033 06	-	-	328	-
17	25	Stoneham, .	9 20.7	6,500 00	-	-	706	-
52	26	Westford, .	8 56.2	2,500 00	-	-	292	-
22	27	Bedford, .	8 55.3	1,300 00	-	-	152	-
27	28	Wayland, .	8 49.6	1,988 00	-	-	234	-
25	29	Woburn, .	8 20	14,309 74	-	-	1,745	100 00
28	30	Townsend, .	8 13	3,000 00	-	-	369	-
23	31	Dracut, .	8 01.2	2,700 00	-	-	337	50 00
32	32	Dunstable, .	7 86.5	700 00	-	-	89	-
40	33	Ashby, .	7 77.2	1,500 00	-	-	193	-
35	34	Marlborough, .	7 64.6	11,500 00	-	-	1,504	24 00
30	35	Acton, .	7 54.9	2,325 00	-	-	308	-
41	36	Boxborough, .	7 47	657 32	-	-	88	-
34	37	Hudson, .	7 36.3	4,300 00	-	-	584	-
36	38	Littleton, .	7 28.2	1,500 00	-	-	206	-
38	39	Sherborn, .	7 21.2	1,500 00	-	-	208	-
37	40	Holliston, .	7 08.2	5,000 00	-	-	706	-
29	41	Tewksbury, .	6 76.7	1,800 00	-	-	266	-
49	42	Billerica, .	6 49	2,200 00	-	-	339	-
47	43	Hopkinton, .	6 28.3	7,200 00	-	-	1,146	-
45	44	Carlisle, .	6 25	825 00	-	-	132	-
39	45	Natick, .	6 21	7,700 00	-	-	1,240	-
44	46	Wilmington, .	6 13.5	1,000 00	-	-	163	45 00
42	47	Groton, .	6 02.4	4,500 00	-	-	747	-
48	48	Sudbury, .	5 99	2,300 00	-	-	384	-
50	49	No. Reading, .	5 18.9	1,100 00	-	-	212	-
51	50	Chelmsford, .	5 11.2	2,500 00	-	-	489	-
53	51	Stow, .	5 04.5	1,700 00	-	-	337	-
46	52	Shirley, .	4 84.3	1,700 00	-	-	351	-
43	53	Pepperell, .	3 88.6	1,500 00	-	-	386	-

NANTUCKET COUNTY.

For 1867-8.	For 1868-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
		NANTUCKET, .	\$11 61.9	\$8,500 00	-	-	732	-

NORFOLK COUNTY.

3	1	DORCHESTER, .	\$22 82.7	\$47,000 00	-	-	2,059	-
2	2	Milton, .	22 52.3	10,000 00	-	-	444	-
1	3	Brookline, .	21 61.5	22,933 29	-	-	1,061	-
4	4	West Roxbury, .	15 99.5	23,848 06	-	-	1,491	-
7	6	Dedham, .	12 51.3	17,931 67	-	-	1,433	-
6	6	Needham, .	11 55.6	7,500 00	-	-	649	-
-	7	Hyde Park, .	10 98	6,500 00	-	-	592	-
8	8	Quincy, .	10 01.3	16,000 00	-	-	1,598	-
9	9	Wrentham, .	8 29.2	5,000 00	-	-	603	-
10	10	Walpole, .	8 25.1	3,300 00	-	-	399	-
11	11	Canton, .	7 73.3	6,650 00	-	-	860	-
22	12	Foxborough, .	7 67.9	4,400 00	-	-	573	-
13	13	Cohasset, .	7 63.7	3,200 00	-	-	419	-
14	14	Randolph, .	7 55.4	10,500 00	-	-	1,390	-
12	15	Weymouth, .	7 49.5	14,000 00	-	-	1,868	\$195 00
18	16	Dover, .	7 20	900 00	-	-	125	-
15	17	Medway, .	7 12.3	5,000 00	-	-	702	120 00
20	18	Franklin, .	7 05.5	4,000 00	-	-	567	-
19	19	Braintree, .	6 94.9	5,900 00	-	-	849	-
17	20	Bellingham, .	6 81.7	1,400 00	\$140 63	\$1,540 63	226	50 00
16	21	Sharon, .	6 19.2	1,500 00	190 50	1,690 50	273	-
23	22	Medfield, .	5 43.5	1,000 00	-	-	184	-
21	23	Stoughton, .	5 34.4	6,300 00	-	-	1,179	15 00

PLYMOUTH COUNTY.

2	1	KINGSTON, .	\$10 71.4	\$2,989 16	-	-	279	\$65 00
1	2	Plymouth, .	10 56.9	13,000 00	-	-	1,230	-
4	3	Bridgewater, .	10 12.5	6,500 00	-	-	642	-
6	4	Hingham, .	8 76	6,473 92	-	-	739	-
8	5	Rochester, .	8 06.5	1,500 00	-	-	186	-
3	6	Hull, .	7 74	325 00	-	-	42	-
5	7	Lakeville, .	7 68.1	1,551 66	-	-	202	-
14	8	Hanover, .	7 59.9	2,500 00	-	-	329	-
16	9	South Scituate, .	6 78.8	2,050 00	-	-	302	-
9	10	E. Bridgewater, .	6 66.7	4,000 00	-	-	600	150 00
11	11	Halifax, .	6 66.7	800 00	-	-	120	-
12	12	Hanson, .	6 63.7	1,500 00	-	-	226	-
20	13	N. Bridgewater, .	6 50.6	10,000 00	-	-	1,537	-

SCHOOL RETURNS.

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PLYMOUTH COUNTY—CONTINUED.

For 1887-8.	For 1888-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
13	14	Middleborough,	\$6 45.8	\$6,200 00	-	-	960	\$150 00
15	15	Marshfield, .	6 43.1	2,000 00	-	-	311	-
10	16	Scituate, .	6 27.8	2,800 00	-	-	446	-
19	17	Carver, .	5 88.2	1,100 00	-	-	187	317 00
17	18	Abington, .	5 86.9	12,500 00	-	-	2,130	-
25	19	Wareham, .	5 76.6	3,800 00	-	-	659	-
22	20	W. Bridgewater,	5 74.7	2,500 00	-	-	435	-
7	21	Marion, .	5 63.8	1,000 00	\$229 16	\$1,229 16	218	-
21	22	Pembroke, .	5 05.1	1,500 00	-	-	297	-
19	23	Duxbury, .	4 79.3	2,200 00	-	-	459	125 00
24	24	Plympton, .	4 73.7	900 00	-	-	190	-
23	25	Mattapoisett, .	4 47.8	1,200 00	-	-	268	-

SUFFOLK COUNTY.

1	1	BOSTON, .	\$19 76.6	\$852,100 00	-	-	43109	-
2	2	Chelsea, .	12 64.4	41,600 00	-	-	3,290	-
3	3	North Chelsea,	10 47.6	2,200 00	-	-	210	-
4	4	Winthrop, .	7 97.1	1,100 00	-	-	138	-

WORCESTER COUNTY.

1	1	WORCESTER, .	\$13 46.2	\$86,963 55	-	-	6,460	-
3	2	New Braintree,	11 02.9	1,500 00	-	-	136	-
6	3	Lunenburg, .	10 25.9	1,990 18	-	-	194	-
5	4	Brookfield, .	10 02.2	4,600 00	-	-	459	-
12	5	Northborough, .	9 64.3	2,700 00	-	-	280	-
2	6	Warren, .	9 51.4	4,500 00	-	-	473	-
4	7	Leicester, .	9 24	4,500 00	-	-	487	-
18	8	Leominster, .	9 21.1	5,986 89	-	-	650	-
7	9	Shrewsbury, .	8 75.9	2,400 00	-	-	274	-
28	10	Princeton, .	8 65.8	2,000 00	-	-	231	-
17	11	Harvard, .	8 51.3	2,375 00	-	-	279	-
20	12	Lancaster, .	8 48.3	2,460 00	-	-	290	-
10	13	Southborough, .	8 35.4	3,500 00	-	-	419	-
9	14	Fitchburg, .	8 32.9	16,000 00	-	-	1,921	-
16	15	Barre, .	8 26.1	3,800 00	-	-	460	\$78 00
8	16	Templeton, .	8 15	3,700 00	-	-	454	-
23	17	No. Brookfield,	8 06.2	4,700 00	-	-	583	-
11	18	Uxbridge, .	8 02	4,600 00	\$220 00	\$4,820 00	601	-
19	19	Athol, .	7 54.7	4,000 00	-	-	530	-
22	20	Clinton, .	7 45.8	6,913 61	-	-	927	-
21	21	Petersham, .	7 32	1,800 00	-	-	246	-

WORCESTER COUNTY—CONTINUED.

For 1867-8.	For 1868-9.	TOWNS.	Sum appropriated by towns for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
36	22	Upton, . .	\$7 22.1	\$2,722 47	-	-	377	-
30	23	Winchendon, . .	7 20.7	4,273 96	-	-	593	-
29	24	Hubbardston, . .	7 19.4	2,000 00	-	-	278	-
31	25	Hardwick, . .	6 84.9	2,500 00	-	-	365	-
15	26	Mendon, . .	6 67.9	1,500 00	\$142 93	\$1,642 93	246	-
58	27	Dudley, . .	6 57.9	3,000 00	-	-	456	-
32	28	Millbury, . .	6 51	5,000 00	-	-	768	-
44	29	Douglas, . .	6 46.7	2,800 00	-	-	433	-
39	30	Spencer, . .	6 44.7	4,500 00	-	-	698	-
26	31	Milford, . .	6 37.2	15,000 00	-	-	2,354	-
25	32	Holden, . .	6 33	2,500 00	-	-	395	-
24	33	Northbridge, . .	6 32.9	4,500 00	-	-	711	-
35	34	Sterling, . .	6 32.9	2,000 00	-	-	316	\$15 50
33	35	Oakham, . .	6 29	1,100 00	-	-	175	75 00
47	36	Charlton, . .	6 17.3	2,500 00	-	-	405	-
43	37	Bolton, . .	6 06.5	1,200 00	140 35	1,340 35	221	27 50
27	38	Webster, . .	6 04.8	4,500 00	-	-	744	-
50	39	Gardner, . .	5 81.4	3,500 00	-	-	602	-
34	40	Westminster, . .	5 73.1	2,000 00	-	-	349	-
14	41	Paxton, . .	5 71.4	800 00	-	-	140	-
37	42	Westborough, . .	5 50.4	4,150 00	-	-	754	-
46	43	Blackstone, . .	5 48.6	6,000 00	243 00	6,243 00	1,138	-
45	44	Phillipston, . .	5 44.9	850 00	-	-	156	-
38	45	Ashburnham, . .	5 44.2	2,400 00	-	-	441	-
41	46	W. Brookfield, . .	5 40.5	2,000 00	-	-	370	-
13	47	Oxford, . .	5 32.6	4,000 00	-	-	751	-
51	48	Sturbridge, . .	5 32	2,000 00	-	-	376	-
48	49	Boylston, . .	5 29.4	900 00	-	-	170	-
40	50	Grafton, . .	5 27.8	5,500 00	-	-	1,042	-
53	51	Southbridge, . .	5 25.8	5,700 00	-	-	1,084	-
49	52	Rutland, . .	5 21.7	1,200 00	-	-	230	-
52	53	Sutton, . .	5 04.2	3,000 00	-	-	595	100 00
55	54	Royalston, . .	4 98.2	1,400 00	-	-	281	-
57	55	Berlin, . .	4 73.9	1,000 00	-	-	211	-
42	56	Auburn, . .	4 65.1	1,000 00	-	-	215	-
56	57	West Boylston, . .	4 31.8	2,500 00	-	-	579	190 00
54	58	Dana, . .	4 24.2	700 00	-	-	165	150 00

A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money appropriated by the different Counties in the State for the Education of each Child between the Ages of 5 and 15 years in the County.

For 1867-8.	COUNTIES.	Sum appropriated by Counties for each child between 5 and 15 years of age.	Amount raised by taxes for the support of Schools.	Income of Surplus Revenue and similar funds appropriated to Schools.	TOTAL.	No. of Children between 5 and 15 years of age.	Amount contributed for board and fuel.
1	SUFFOLK,	\$19 18.9	\$897,000 00	-	\$897,000 00	46,747	-
4	Middlesex,	11 82	586,602 15	-	586,602 15	49,627	\$854 00
2	Nantucket,	11 61.2	8,500 00	-	8,500 00	732	-
3	Norfolk,	11 51.7	224,763 02	\$331 13	225,094 15	19,544	380 00
5	Hampton,	10 04	131,436 08	725 65	132,161 73	13,164	3,730 13
7	Bristol,	8 64.4	161,877 17	-	161,877 17	18,727	1,014 00
6	Essex,	8 26.5	308,249 71	1,320 45	309,570 16	37,456	375 00
8	Worcester,	7 99	283,185 66	746 28	283,931 94	35,538	636 00
9	Hampshire,	7 81.5	65,107 91	416 70	65,524 61	8,384	4,031 20
10	Barnstable,	7 13.2	50,450 00	-	50,450 00	7,074	1,694 00
11	Plymouth,	7 01.2	90,889 74	229 16	91,118 90	12,994	307 00
12	Franklin,	6 21	40,203 00	120 00	40,323 00	6,494	6,292 70
13	Dukes,	5 93.9	4,775 00	-	4,775 00	804	-
14	Berkshire,	5 59.9	70,669 26	455 35	71,124 61	12,702	8,879 09
AGGREGATE FOR THE STATE.							
State,	.	\$10 84.5	\$2,923,708 70	\$4,344 72	\$2,928,053 42	269,987	\$28,693 12

A GRADUATED TABLE—FIRST SERIES.

Showing the Comparative Amount of Money, including Voluntary Contributions, appropriated by the different Counties in the State, for the Education of each Child between the ages of 5 and 15 years in the County.

For 1867-8.	For 1868-9.	COUNTIES.	Totals.
1	1	SUFFOLK,	\$19 18.8
4	2	Middlesex,	11 83.7
2	3	Nantucket,	11 61.2
3	4	Norfolk,	11 53.7
5	5	Hampden,	10 32.3
8	6	Bristol,	8 69.8
7	7	Hampshire,	8 29.6
6	8	Essex,	8 27.5
9	9	Worcester,	8 00.7
10	10	Barnstable,	7 37.1
11	11	Franklin,	7 17.8
12	12	Plymouth,	7 07.4
14	13	Berkshire,	6 29.9
13	14	Dukes,	5 93.9
Aggregate for the State,			\$10 95.1

GRADUATED TABLES—SECOND SERIES.

The next Table exhibits the appropriation of the cities and towns, as compared with their respective valuations in 1865.

The first column shows the rank of the cities and towns in a similar Table for 1867-8.

The second column indicates, in numerical order, the precedence of the cities and towns in respect to the liberality of their appropriations for 1868-9.

The third consists of the names of the cities and towns, as numerically arranged.

The fourth shows the percentage of taxable property appropriated to the support of the Public Schools. The result is equivalent in value to mills and hundredths of mills. The decimals are carried to three figures in order to indicate more perfectly the distinction between the different towns. The first figure (mills) expresses the principal value, and is separated from the last two figures by a point.

The appropriations for schools are not given in the following Table, as they may be found by referring to the previous Tables, also in the Abstract of School Returns, commencing on page ii. These appropriations include the sum raised by taxes, the income of the surplus revenue, and of such other funds as the towns may appropriate at their option, either to support Common Schools, or to pay ordinary municipal expenses. The income of other local funds, and the voluntary contributions are not included in the estimate. The appropriations are reckoned the same as in the first series of tables, and for the same reasons.

The amount of taxable property, in each city and town, according to the last State Valuation, is also omitted, as it is already given in the foregoing Abstract of School Returns.

If the rank assigned to towns in the next Tables is compared with the rank of the same town in the former series, it will be seen that they hold, in many instances, a very different place in the scale.

GRADUATED TABLES—SECOND SERIES.

[FOR THE STATE.]

A Graduated Table, in which all the Towns in the State are numerically arranged, according to the percentage of their taxable property, appropriated to the support of Public Schools, for the year 1868-9.

For 1867-8, according to Valuation of 1866.	For 1868-9, according to Valuation of 1866.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
23	1	HOLYOKE, .	\$0.006-98	141	33	Erving, .	\$0.004-35
2	2	Wellfleet, .	6-85	60	34	Chicopee, .	4-32
6	3	Pelham, .	6-25	149	35	Wareham, .	4-31
5	4	Somerville, .	5-59	24	36	Webster, .	4-25
12	5	Malden, .	5-44	67	37	Belchertown, .	4-24
16	6	Warwick, .	5-44	9	38	Dennis, .	4-23
3	7	Chelsea, .	5-39	32	39	Natick, .	4-18
14	8	Winchester, .	5-12	38	40	Weymouth, .	4-18
68	9	Attleborough, .	4-99	46	41	Needham, .	4-17
10	10	Gloucester, .	4-99	28	42	Orange, .	4-17
7	11	Hawley, .	4-93	21	43	Quincy, .	4-17
18	12	Stoneham, .	4-87	31	44	Truro, .	4-15
20	13	Westborough, .	4-82	41	45	Lowell, .	4-13
17	14	Ashland, .	4-79	33	46	Plymouth, .	4-13
52	15	Brookfield, .	4-73	45	47	Orleans, .	4-12
11	16	Haverhill, .	4-71	44	48	Westhampton, .	4-12
54	17	Marblehead, .	4-69	40	49	Charlestown, .	4-11
76	18	Melrose, .	4-69	61	50	Shutesbury, .	4-10
29	19	Springfield, .	4-67	35	51	Abington, .	4-09
13	20	Milford, .	4-58	63	52	Eastham, .	4-09
15	21	Warren, .	4-57	36	53	South Hadley, .	4-08
34	22	Watertown, .	4-57	8	54	Northbridge, .	4-07
30	23	Marlborough, .	4-54	37	55	Townsend, .	4-07
74	24	No. Brookfield, .	4-54	39	56	Amherst, .	4-03
64	25	N. Bridgewater, .	4-53	103	57	Provincetown, .	4-03
57	26	Hopkinton, .	4-51	69	58	Medway, .	4-00
26	27	Newton, .	4-49	47	59	Peabody, .	3-99
19	28	New Salem, .	4-46	50	60	Conway, .	3-98
22	29	Ware, .	4-41	43	61	Nantucket, .	3-95
49	30	Worcester, .	4-41	42	62	Barnstable, .	3-93
176	31	Dudley, .	4-40	1	63	Florida, .	3-93
27	32	Lynn, .	4-38	48	64	Gardner, .	3-87

SCHOOL RETURNS.

LXXXV

For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
59	65	Reading, .	\$.003-87	89	114	Rowe, .	\$.003-33
25	66	Arlington, .	3-84	116	115	Bellingham, .	3-32
78	67	Greenwich, .	3-83	181	116	Medford, .	3-31
142	68	Franklin, .	3-82	92	117	Ludlow, .	3-30
90	69	Westfield, .	3-82	124	118	Montague, .	3-30
110	70	Rockport, .	3-79	133	119	Spencer, .	3-30
53	71	Templeton, .	3-78	128	120	Sandwich, .	3-29
72	72	Fitchburg, .	3-77	77	121	Scituate, .	3-29
4	73	Clarksburg, .	3-75	95	122	Hanson, .	3-27
113	74	Dorchester, .	3-75	117	123	Bridgewater, .	3-26
71	75	Georgetown, .	3-75	126	124	Manchester, .	3-26
91	76	Lenox, .	3-74	136	125	Taunton, .	3-23
105	77	Braintree, .	3-73	190	126	Dighton, .	3-22
102	78	Brighton, .	3-72	194	127	Beverly, .	3-21
55	79	Wendell, .	3-72	100	128	Douglas, .	3-21
84	80	Danvers, .	3-70	101	129	Granby, .	3-19
115	81	Upton, .	3-70	171	130	Middleton, .	3-19
58	82	Athol, .	3-69	151	131	Palmer, .	3-19
62	83	Dedham, .	3-69	96	132	Rehoboth, .	3-19
120	84	Winchendon, .	3-68	104	133	Berkley, .	3-16
130	85	West Boylston, .	3-67	97	134	Greenfield, .	3-16
82	86	Southborough, .	3-66	145	135	Lexington, .	3-15
85	87	Wakefield, .	3-65	108	136	Montgomery, .	3-15
65	88	Stoughton, .	3-62	109	137	Coleraine, .	3-14
66	89	Sunderland, .	3-62	156	138	Blackstone, .	3-13
81	90	Cambridge, .	3-61	208	139	Leominster, .	3-10
121	91	Bradford, .	3-60	159	140	Swampscott, .	3-10
150	92	Northfield, .	3-60	143	141	Grafton, .	3-09
51	93	Millbury, .	3-59	112	142	Nahant, .	3-09
83	94	Randolph, .	3-59	80	143	Russell, .	3-05
70	95	Adams, .	3-58	237	144	Acushnet, .	3-04
122	96	Amesbury, .	3-57	94	145	Ashburnham, .	3-04
87	97	Deerfield, .	3-55	155	146	Fall River, .	3-02
73	98	Wrentham, .	3-54	93	147	Tyngsborough, .	3-02
75	99	E. Bridgewater, .	3-52	146	148	Wayland, .	3-02
114	100	Lawrence, .	3-52	118	149	Heath, .	3-01
98	101	Oxford, .	3-52	217	150	Northborough, .	3-01
195	102	Waltham, .	3-49	123	151	Canton, .	3-01
79	103	Oakham, .	3-46	277	152	N. Marlborough, .	2-99
157	104	Clinton, .	3-43	221	153	Southampton, .	2-99
228	105	Foxborough, .	3-43	197	154	Uxbridge, .	2-97
119	106	Northampton, .	3-42	179	155	Plympton, .	2-96
173	107	Savoy, .	3-39	192	156	Ashby, .	2-95
107	108	Prescott, .	3-38	129	157	Wales, .	2-95
86	109	Chatham, .	3-36	326	158	Gt Barrington, .	2-94
183	110	Southbridge, .	3-36	207	159	Leverett, .	2-94
144	111	Framingham, .	3-34	166	160	Methuen, .	2-94
170	112	Hanover, .	3-34	127	161	Newburyport, .	2-94
88	113	Holliston, .	3-33	160	162	Holden, .	2-93

For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
213	163	Huntington, .	\$.002-93	285	212	Westport, .	\$.002-61
226	164	Rowley, .	2-93	184	213	Pembroke, .	2-60
134	165	Chester, .	2-92	99	214	Wenham, .	2-59
135	166	Cumington, .	2-92	186	215	Hadley, .	2-58
137	167	Tisbury, .	2-92	189	216	Williamstown, .	2-58
188	168	Middleborough, .	2-91	191	217	Otis, .	2-57
175	169	Walpole, .	2-91	293	218	Princeton, .	2-57
139	170	Groton, .	2-90	260	219	Freetown, .	2-55
165	171	Concord, .	2-89	259	220	Harvard, .	2-55
140	172	Dana, .	2-89	125	221	Lee, .	2-55
167	173	No. Andover, .	2-87	182	222	North Chelsea, .	2-55
131	174	Woburn, .	2-87	248	223	Weston, .	2-55
238	175	Buckland, .	2-85	313	224	Groveland, .	2-54
161	176	Salem, .	2-85	206	225	Easthampton, .	2-52
214	177	Ipswich, .	2-83	332	226	Monroe, .	2-52
111	178	Fairhaven, .	2-81	198	227	Becket, .	2-51
182	179	Mansfield, .	2-80	247	228	Dover, .	2-51
152	180	Peru, .	2-80	199	229	Plainfield, .	2-51
268	181	Middlefield, .	2-79	200	230	Shirley, .	2-51
153	182	Leicester, .	2-78	202	231	Swansea, .	2-51
154	183	Yarmouth, .	2-78	201	232	Brewster, .	2-50
185	184	Saugus, .	2-77	314	233	Westford, .	2-50
138	185	Westminster, .	2-77	274	234	Berlin, .	2-49
264	186	Boxborough, .	2-76	316	235	Easton, .	2-49
158	187	Petersham, .	2-76	273	236	Hinsdale, .	2-49
215	188	Washington, .	2-76	147	237	W. Newbury, .	2-47
252	189	Charlton, .	2-75	246	238	Mendon, .	2-46
162	190	Essex, .	2-74	269	239	Seekonk, .	2-46
163	191	Monterey, .	2-74	211	240	Ashfield, .	2-45
253	192	Rochester, .	2-74	219	241	Lancaster, .	2-45
164	193	Acton, .	2-72	132	242	Harwich, .	2-44
212	194	Charlemont, .	2-72	271	243	South Scituate, .	2-44
193	195	Cohasset, .	2-72	227	244	Dracut, .	2-43
178	196	Lakeville, .	2-72	220	245	Longmeadow, .	2-43
209	197	Lunenburg, .	2-72	258	246	Pittsfield, .	2-41
196	198	Hingham, .	2-71	218	247	Tewksbury, .	2-41
225	199	New Braintree, .	2-71	255	248	Carver, .	2-40
210	200	Winthrop, .	2-71	223	249	Salisbury, .	2-38
257	201	Chesterfield, .	2-70	224	250	Littleton, .	2-37
168	202	Hubbardston, .	2-70	229	251	Marshfield, .	2-34
169	203	Paxton, .	2-69	230	252	Milton, .	2-34
106	204	Marion, .	2-68	232	253	Shrewsbury, .	2-34
249	205	Andover, .	2-66	231	254	Tyringham, .	2-34
174	206	Bedford, .	2-66	233	255	Carlisle, .	2-33
204	207	Phillipston, .	2-65	267	256	Sharon, .	2-33
263	208	W. Bridgewater, .	2-64	275	257	Lincoln, .	2-31
177	209	Windsor, .	2-64	261	258	New Bedford, .	2-31
254	210	Sutton, .	2-63	266	259	Sturbridge, .	2-31
180	211	Goshen, .	2-62	279	260	Worthington, .	2-31

SCHOOL RETURNS.

lxxxvii

For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
245	261	Burlington, .	\$.002-30	305	299	Hamilton, .	\$.001-87
265	262	Brimfield, .	2-29	308	300	Dartmouth, .	1-85
172	263	Holland, .	2-29	284	301	New Ashford, .	1-84
235	264	Rutland, .	2-29	288	302	Sterling, .	1-84
239	265	Mt. Washington, .	2-28	289	303	Williamsburg, .	1-84
236	266	Wilbraham, .	2-28	319	304	Lynnfield, .	1-82
242	267	Hardwick, .	2-27	320	305	Shelburne, .	1-82
240	268	Monson, .	2-27	292	306	W. Springfield, .	1-82
243	269	Stockbridge, .	2-27	294	307	Dunstable, .	1-79
244	270	Halifax, .	2-26	312	308	Leyden, .	1-79
301	271	Boston, .	2-25	296	309	Wilmington, .	1-78
256	272	Kingston, .	2-24	295	310	Somerset, .	1-76
262	273	West Roxbury, .	2-24	325	311	Hatfield, .	1-73
250	274	Cheshire, .	2-22	300	312	Sherborn, .	1-73
251	275	Mattapoisett, .	2-22	317	313	Blandford, .	1-70
278	276	Stow, .	2-22	302	314	Newbury, .	1-70
205	277	Duxbury, .	2-19	315	315	Boxford, .	1-67
290	278	Falmouth, .	2-18	306	316	Southwick, .	1-66
299	279	Sheffield, .	2-18	307	317	Whately, .	1-65
283	280	Sudbury, .	2-18	309	318	Medfield, .	1-63
234	281	Hull, .	2-15	203	319	Pepperell, .	1-62
216	282	Edgartown, .	2-12	311	320	Chelmsford, .	1-61
287	283	Barre, .	2-11	324	321	Gill, .	1-54
148	284	Bolton, .	2-10	323	322	Raynham, .	1-52
286	285	Agawam, .	2-08	328	323	Belmont, .	1-51
304	286	Billerica, .	2-02	329	324	Richmond, .	1-49
270	287	Dalton, .	2-02	318	325	W. Brookfield, .	1-49
272	288	Tolland, .	2-01	321	326	Topsfield, .	1-45
222	289	Auburn, .	1-98	330	327	Hancock, .	1-43
276	290	Enfield, .	1-97	322	328	Chilmark, .	1-42
303	291	Royalston, .	1-97	327	329	Egremont, .	1-36
241	292	Sandisfield, .	1-96	298	330	Bernardston, .	1-24
310	293	W. Stockbridge, .	1-95	331	331	Lanesborough, .	1-21
280	294	Granville, .	1-94	333	332	Alford, .	1-17
281	295	Boylston, .	1-92	334	333	Gosnold, .	0-66
291	296	No. Reading, .	1-90	-	334	Hudson, .	-
282	297	Norton, .	1-90	-	335	Hyde Park, .	-
297	298	Brookline, .	1-89				

GRADUATED TABLES — SECOND SERIES.

[COUNTY TABLES.]

In which all the Towns in the respective Counties in the State are numerically arranged, according to the percentage of their taxable property, appropriated for the support of Public Schools, for the year 1868-9.

BARNSTABLE COUNTY.

For 1867-8.]	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools — equivalent to mills and hundredths of mills.	For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools — equivalent to mills and hundredths of mills.
1	1	WELLFLEET, .	\$.006-85	7	8	Chatham, .	\$.003-36
2	2	Dennis, . .	4-23	9	9	Sandwich, .	3-29
3	3	Truro, . . .	4-15	11	10	Yarmouth, .	2-78
5	4	Orleans, . .	4-12	12	11	Brewster, .	2-50
6	5	Eastham, . .	4-09	10	12	Harwich, . .	2-44
8	6	Provincetown, .	4-03	13	13	Falmouth, .	2-18
4	7	Barnstable, .	3-93				

BERKSHIRE COUNTY.

1	1	FLORIDA, . .	\$.003-93	19	17	Pittsfield, .	\$.002-41
2	2	Clarksburg, .	3-75	14	18	Tyringham, .	2-34
4	3	Lenox, . . .	3-74	15	19	Mt. Washington,	2-28
3	4	Adams, . . .	3-58	17	20	Stockbridge, .	2-27
8	5	Savoy, . . .	3-39	18	21	Cheshire, . .	2-22
22	6	N. Marlborough,	2-99	24	22	Sheffield, . .	2-18
26	7	Gt. Barrington,	2-94	20	23	Dalton, . . .	2-02
6	8	Peru,	2-80	16	24	Sandisfield, .	1-96
13	9	Washington, .	2-76	25	25	W. Stockbridge,	1-95
7	10	Monterey, . .	2-74	23	26	New Ashford, .	1-84
9	11	Windsor, . .	2-64	28	27	Richmond, . .	1-49
10	12	Williamstown, .	2-58	29	28	Hancock, . .	1-43
11	13	Otis,	2-57	27	29	Egremont, . .	1-36
5	14	Lee,	2-55	30	30	Lanesborough, .	1-21
12	15	Becket, . . .	2-51	31	31	Alford, . . .	1-17
21	16	Hinsdale, . .	2-49				

SCHOOL RETURNS.

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BRISTOL COUNTY.

For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	ATTLEBORO', .	\$.004-99	11	11	Freetown, .	\$.002-55
5	2	Taunton, .	3-23	9	12	Swansea, .	2-51
8	3	Dighton, .	3-22	18	13	Easton, .	2-49
2	4	Rehoboth, .	3-19	13	14	Seekonk, .	2-46
3	5	Berkley, .	3-16	12	15	New Bedford, .	2-31
10	6	Acushnet, .	3-04	14	16	Norton, .	1-90
6	7	Fall River, .	3-02	17	17	Dartmouth, .	1-85
4	8	Fairhaven, .	2-81	16	18	Somerset, .	1-76
7	9	Mansfield, .	2-80	19	19	Raynham, .	1-52
15	10	Westport, .	2-61				

DUKES COUNTY.

1	1	TISBURY, .	\$.002-92	3	3	Chilmark, .	\$.001-42
2	2	Edgartown, .	2-12	4	4	Gosnold, .	0-66

ESSEX COUNTY.

1	1	GLOUCESTER, .	\$.004-99	15	18	Newburyport, .	\$.002-94
2	2	Haverhill, .	4-71	27	19	Rowley, .	2-93
5	3	Marblehead, .	4-69	21	20	No. Andover, .	2-87
3	4	Lynn, .	4-38	18	21	Salem, .	2-85
4	5	Peabody, .	3-99	25	22	Ipswich, .	2-83
9	6	Rockport, .	3-79	23	23	Saugus, .	2-77
6	7	Georgetown, .	3-75	19	24	Essex, .	2-74
7	8	Danvers, .	3-70	28	25	Andover, .	2-66
12	9	Bradford, .	3-60	8	26	Wenham, .	2-59
13	10	Amesbury, .	3-57	31	27	Groveland, .	2-54
11	11	Lawrence, .	3-52	16	28	W. Newbury, .	2-47
14	12	Manchester, .	3-26	26	29	Salisbury, .	2-38
24	13	Beverly, .	3-21	30	30	Hamilton, .	1-87
22	14	Middleton, .	3-19	33	31	Lynnfield, .	1-82
17	15	Swampscott, .	3-10	29	32	Newbury, .	1-70
10	16	Nahant, .	3-09	32	33	Boxford, .	1-67
20	17	Methuen, .	2-94	34	34	Topsfield, .	1-45

FRANKLIN COUNTY.

2	1	WARWICK, .	\$.005-44	15	4	Erving, .	\$.004-35
1	2	Hawley, .	4-93	4	5	Orange, .	4-17
3	3	New Salem, .	4-46	7	6	Shutesbury, .	4-10

BOARD OF EDUCATION.

FRANKLIN COUNTY—CONTINUED.

For 1867-8.	For 1868-9.	TOWNS.	Percentage of Value appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
5	7	Conway, .	\$.003-98	17	17	Leverett, .	\$.002-94
6	8	Wendell, .	3-72	20	18	Buckland, .	2-85
8	9	Sunderland, .	3-62	19	19	Charlemont, .	2-72
16	10	Northfield, .	3-60	26	20	Monroe, .	2-52
9	11	Deerfield, .	3-55	18	21	Ashfield, .	2-45
10	12	Rowe, .	3-33	24	22	Shelburne, .	1-82
14	13	Montague, .	3-30	23	23	Leyden, .	1-79
11	14	Greenfield, .	3-16	22	24	Whately, .	1-65
12	15	Coleraine, .	3-14	25	25	Gill, .	1-54
13	16	Heath, .	3-01	21	26	Bernardston, .	1-24

HAMPDEN COUNTY.

1	1	HOLYOKE, .	\$.006-98	15	12	Brimfield, .	\$.002-29
2	2	Springfield, .	4-67	11	13	Holland, .	2-29
3	3	Chicopee, .	4-32	13	14	Wilbraham, .	2-28
5	4	Westfield, .	3-82	14	15	Monson, .	2-27
6	5	Ludlow, .	3-30	18	16	Agawam, .	2-08
10	6	Palmer, .	3-19	16	17	Tolland, .	2-01
7	7	Montgomery, .	3-15	17	18	Granville, .	1-94
4	8	Russell, .	3-05	19	19	W. Springfield, .	1-82
8	9	Wales, .	2-95	21	20	Blandford, .	1-70
9	10	Chester, .	2-92	20	21	Southwick, .	1-66
12	11	Longmeadow, .	2-43				

HAMPSHIRE COUNTY.

1	1	PELHAM, .	\$.006-25	11	13	Cummington, .	\$.002-92
2	2	Ware, .	4-41	19	14	Middlefield, .	2-79
6	3	Belchertown, .	4-24	18	15	Chesterfield, .	2-70
5	4	Westhampton, .	4-12	12	16	Goshen, .	2-62
3	5	South Hadley, .	4-08	13	17	Hadley, .	2-58
4	6	Amherst, .	4-03	15	18	Easthampton, .	2-52
7	7	Greenwich, .	3-83	14	19	Plainfield, .	2-51
10	8	Northampton, .	3-42	21	20	Worthington, .	2-31
9	9	Prescott, .	3-38	20	21	Enfield, .	1-97
8	10	Granby, .	3-19	22	22	Williamsburg, .	1-84
17	11	Southampton, .	2-99	23	23	Hatfield, .	1-73
16	12	Huntington, .	2-93				

SCHOOL RETURNS.

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MIDDLESEX COUNTY.

For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
1	1	SOMERVILLE,	\$.005-59	23	28	Groton, .	\$.002-90
2	2	Malden, .	5-44	28	29	Concord, .	2-89
3	3	Winchester, .	5-12	22	30	Woburn, .	2-87
5	4	Stoneham, .	4-87	41	31	Boxborough, .	2-76
4	5	Ashland, .	4-79	27	32	Acton, .	2-72
16	6	Melrose, .	4-69	29	33	Bedford, .	2-66
10	7	Watertown, .	4-57	40	34	Weston, .	2-55
8	8	Marlborough, .	4-54	33	35	Shirley, .	2-51
14	9	Hopkinton, .	4-51	51	36	Westford, .	2-50
7	10	Newton, .	4-49	37	37	Dracut, .	2-43
9	11	Natick, .	4-18	35	38	Tewksbury, .	2-41
13	12	Lowell, .	4-13	36	39	Littleton, .	2-37
12	13	Charlestown, .	4-11	38	40	Carlisle, .	2-33
11	14	Townsend, .	4-07	42	41	Lincoln, .	2-31
15	15	Reading, .	3-87	39	42	Burlington, .	2-30
6	16	Arlington, .	3-84	43	43	Stow, .	2-22
21	17	Brighton, .	3-72	44	44	Sudbury, .	2-18
18	18	Wakefield, .	3-65	49	45	Billerica, .	2-02
17	19	Cambridge, .	3-61	45	46	No. Reading, .	1-90
32	20	Waltham, .	3-49	46	47	Dunstable, .	1-79
24	21	Framingham, .	3-34	47	48	Wilmington, .	1-78
19	22	Holliston, .	3-33	48	49	Sherborn, .	1-73
30	23	Medford, .	3-31	34	50	Pepperell, .	1-62
25	24	Lexington, .	3-15	50	51	Chelmsford, .	1-61
20	25	Tyngsborough, .	3-02	52	52	Belmont, .	1-51
26	26	Wayland, .	3-02	-	53	Hudson, .	-
31	27	Ashby, .	2-95				

NANTUCKET COUNTY.

		NANTUCKET,	\$.003-95
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NORFOLK COUNTY.

2	1	WEYMOUTH, .	\$.004-18	12	13	Bellingham, .	\$.003-32
3	2	Needham, .	4-17	13	14	Canton, .	3-01
1	3	Quincy, .	4-17	15	15	Walpole, .	2-91
7	4	Medway, .	4-00	16	16	Cohasset, .	2-72
14	5	Franklin, .	3-82	19	17	Dover, .	2-51
11	6	Dorchester, .	3-75	18	18	Milton, .	2-34
10	7	Braintree, .	3-73	21	19	Sharon, .	2-33
5	8	Dedham, .	3-69	20	20	West Roxbury, .	2-24
6	9	Stoughton, .	3-62	22	21	Brookline, .	1-89
9	10	Randolph, .	3-59	23	22	Medfield, .	1-63
8	11	Wrentham, .	3-54	-	23	Hyde Park, .	-
17	12	Foxborough, .	3-43				

BOARD OF EDUCATION.

PLYMOUTH COUNTY.

For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
3	1	N. BRIDGEWATER,	\$.004-53	15	14	Hingham,	\$.002-71
9	2	Wareham,	4-31	7	15	Marion,	2-68
1	3	Plymouth,	4-13	24	16	W. Bridgewater,	2-64
2	4	Abington,	4-09	13	17	Pembroke,	2-60
4	5	E. Bridgewater,	3-52	25	18	South Scituate,	2-44
10	6	Hanover,	3-34	22	19	Carver,	2-40
5	7	Scituate,	3-29	17	20	Marshfield,	2-34
6	8	Hanson,	3-27	19	21	Halifax,	2-26
8	9	Bridgewater,	3-26	23	22	Kingston,	2-24
12	10	Plympton,	2-96	20	23	Mattapoisett,	2-22
14	11	Middleborough,	2-91	16	24	Duxbury,	2-19
21	12	Rochester,	2-74	18	25	Hull,	2-15
11	13	Lakeville,	2-72				

SUFFOLK COUNTY.

1	1	CHELSEA,	\$.005-39	2	3	North Chelsea,	\$.002-55
3	2	Winthrop,	2-71	4	4	Boston,	2-25

WORCESTER COUNTY.

4	1	WESTBORO',	\$.004-82	22	23	Spencer,	\$.003-30
9	2	Brookfield,	4-73	18	24	Douglas,	3-21
2	3	Milford,	4-58	28	25	Blackstone,	3-13
3	4	Warren,	4-57	38	26	Leominster,	3-10
13	5	No. Brookfield,	4-54	25	27	Grafton,	3-09
7	6	Worcester,	4-41	16	28	Ashburnham,	3-04
34	7	Dudley,	4-40	40	29	Northborough,	3-01
5	8	Webster,	4-25	36	30	Uxbridge,	2-97
1	9	Northbridge,	4-07	31	31	Holden,	2-93
6	10	Gardner,	3-87	24	32	Dana,	2-89
10	11	Templeton,	3-78	27	33	Leicester,	2-78
12	12	Fitchburg,	3-77	23	34	Westminster,	2-77
19	13	Upton,	3-70	30	35	Petersham,	2-76
11	14	Athol,	3-69	48	36	Charlton,	2-75
20	15	Winchendon,	3-68	39	37	Lunenburg,	2-72
21	16	West Boylston,	3-67	43	38	New Braintree,	2-71
15	17	Southborough,	3-66	32	39	Hubbardston,	2-70
8	18	Millbury,	3-59	33	40	Paxton,	2-69
17	19	Oxford,	3-52	37	41	Phillipston,	2-65
14	20	Oakham,	3-46	49	42	Sutton,	2-63
29	21	Clinton,	3-43	56	43	Princeton,	2-57
35	22	Southbridge,	3-36	50	44	Harvard,	2-55

WORCESTER COUNTY—CONTINUED.

For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	For 1867-8.	For 1868-9.	TOWNS.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.
52	45	Berlin, .	2-49	54	52	Barre, .	2-11
47	46	Mendon, .	2-46	26	53	Bolton, .	2-10
41	47	Lancaster, .	2-45	42	54	Auburn, .	1-98
44	48	Shrewsbury, .	2-34	57	55	Royalston, .	1-97
51	49	Sturbridge, .	2-31	53	56	Boylston, .	1-92
45	50	Rutland, .	2-29	55	57	Sterling, .	1-84
46	51	Hardwick, .	2-27	58	58	W. Brookfield,	1-49

A GRADUATED TABLE — SECOND SERIES.

The different Counties in the State numerically arranged, according to the Percentage of their Taxable Property, appropriated for the support of Public Schools, for the year 1868-9.

For 1867-8	For 1868-9	COUNTIES.	Percentage of Valuation appropriated to Public Schools—equivalent to mills and hundredths of mills.	Amount of money raised by taxes for the support of Public Schools.	Income of Surplus Revenue, and of similar funds, appropriated for Public Schools.	TOTAL.	Valuation of 1865.	Amount contributed for board and fuel.
3	1	HAMPDEN,	\$.003-97	\$131,436 08	\$725 65	\$132,161 73	\$53,253,177 00	\$3,730 13
1	2	Nantucket,	3-95	8,500 00	-	8,500 00	2,152,568 00	-
2	3	Middlesex,	3-78	586,602 15	-	586,602 15	155,324,723 00	854 00
4	4	Barnstable,	3-53	50,450 00	-	50,450 00	14,276,198 00	1,694 00
6	5	Worcester,	3-51	283,185 66	746 28	283,931 94	80,857,766 00	636 00
5	6	Essex,	3-42	308,249 71	1,320 45	309,570 16	90,393,467 00	375 00
8	7	Plymouth,	3-26	90,889 74	229 16	91,118 90	27,932,058 00	807 00
9	8	Hampshire,	3-19	65,107 91	416 70	65,524 61	20,510,994 00	4,031 20
10	9	Franklin,	3-09	40,203 00	120 00	40,323 00	13,048,120 00	6,292 70
11	10	Bristol,	2-72	161,877 17	-	161,877 17	59,464,668 00	1,014 00
12	11	Berkshire,	2-55	70,669 26	455 35	71,124 61	27,937,444 00	8,879 09
7	12	Norfolk,	2-37	224,763 02	331 13	225,094 15	95,097,794 00	380 00
14	13	Suffolk,	2-32	897,000 00	-	897,000 00	387,276,700 00	-
13	14	Dukes,	2-19	4,775 00	-	4,775 00	2,183,975 00	-

AGGREGATE FOR THE STATE.

14 Counties,	\$.002-90	\$2,923,708 70	\$4,344 72	\$2,928,053 42	\$1,009,709,652 00	\$28,693 12
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SCHOOL RETURNS.

XCV

*Arrangement of the Counties according to their Appropriations,
including Voluntary Contributions.*

If the Counties are numerically arranged, according to the percentage of their valuations appropriated for Public Schools, voluntary contributions of board and fuel being added to the sum raised by tax and to the income of the Surplus Revenue, as severally given in the previous Table, the order of precedence will be as follows :—

For 1867-8.	For 1868-9.	COUNTIES.	Percentage of Valuation equivalent to mills and hundredths of mills.
2	1	HAMPDEN,	\$.004-09
1	2	Nantucket,	3-95
3	3	Middlesex,	3-78
4	4	Barnstable,	3-65
5	5	Franklin,	3-57
7	6	Worcester,	3-52
6	7	Essex,	3-43
8	8	Hampshire,	3-39
9	9	Plymouth,	3-29
11	10	Berkshire,	2-86
12	11	Bristol,	2-74
10	12	Norfolk,	2-37
14	13	Suffolk,	2-32
13	14	Dukes,	2-19
Aggregate for the State,			\$.002-93

GRADUATED TABLES — THIRD SERIES.

The following Table exhibits the ratio of the mean average attendance in each town to the whole number of children between 5 and 15 according to the returns. The mean average is found by adding the average attendance in Summer to the average attendance in Winter, and dividing the amount by 2. The fraction (five-tenths) when it occurs in dividing by 2, is reckoned, but is not expressed in the column giving the mean average. In some cases the true mean average is not obtained by this process, for reasons peculiar to the schools of some towns. In such cases school committees were requested to indicate in their returns the true mean average, that their result may be inserted in the Table.

The ratio is expressed in decimals, continued to four figures, the first two of which are separated from the last two by a point, as only the two former are essential to denote the real per cent. Yet the ratios of many towns are so nearly equal, or the difference is so small a fraction, that the first two decimals, with the appropriate mathematical sign appended, indicate no distinction. The continuation of the decimals, therefore, is simply to indicate a priority in cases where, without such continuation, the ratios would appear to be precisely similar.

In several cases the ratio of attendance exhibited in the Table is over 100 per cent. These results, supposing the registers to have been properly kept, and the returns correctly made, are to be thus explained:—the mean average attendance upon all Public Schools, being compared with the whole number of children in the town between 5 and 15, the result may be over 100 per cent., because the attendance of children under 5 and over 15, may more than compensate for the absence of children between those ages.

GRADUATED TABLES — THIRD SERIES.

[FOR THE STATE.]

Table in which all the Towns in the State are numerically arranged, according to the AVERAGE ATTENDANCE of their children upon the Public Schools, for the year 1868-9.

TOWNS.				TOWNS.					
		No. of Children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of Children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
1	ENFIELD, . .	152	196	1.29-28	34	Hatfield, .	291	258	.88-66
2	Shrewsbury, .	274	332	1.21-17	35	Amesbury, .	786	694	.88-29
3	Ashby, . .	193	220	1.14-25	36	Lincoln, .	130	114	.88-08
4	Franklin, .	567	647	1.14-11	37	Boylston, .	170	149	.87-94
5	Hanover, .	329	340	1.03-49	38	Eastham, .	132	116	.87-88
6	Erving, . .	108	110	1.01-85	39	Shelburne, .	312	274	.87-82
7	Westhampton,	143	145	1.01-75	40	Princeton, .	231	202	.87-66
8	Acton, . .	308	308	1.00-16	41	Framingham,	790	691	.87-47
9	Hubbardston,	278	276	.99-46	42	Hardwick, .	365	319	.87-40
10	Tyngsboro', .	100	98	.98-50	43	Bellingham, .	226	197	.87-39
11	Sunderland, .	181	178	.98-34	44	Barre, . .	460	401	.87-28
12	Granby, . .	184	178	.97-01	45	Plainfield, .	106	92	.87-26
13	Hawley, . .	130	125	.96-54	46	Phillipston, .	156	136	.87-18
14	Lunenburg, .	194	186	.96-13	47	Medfield, .	184	160	.86-96
15	Littleton, .	206	197	.95-87	48	Carlisle, .	132	114	.86-74
16	Heath, . .	114	108	.95-17	49	So. Hadley, .	470	407	.86-60
17	Burlington, .	91	86	.94-51	50	Westminster,	349	302	.86-53
18	Greenwich, .	112	105	.94-19	51	Warwick, .	154	133	.86-36
19	Kingston, .	279	259	.93-01	52	Belmont, .	272	234	.86-21
20	Petersham, .	246	228	.92-89	53	Melrose, .	601	518	.86-19
21	Gill, . .	118	109	.92-80	54	Sterling, .	316	272	.86-08
22	Leominster, .	650	599	.92-23	55	Northboro', .	280	241	.86-07
23	Paxton, . .	140	129	.92-14	56	Upton, . .	377	324	.86-07
24	Oakham, . .	175	161	.92-00	57	Prescott, .	100	86	.86-00
25	Waltham, .	1,335	1,225	.91-81	58	Barnstable, .	924	793	.85-88
26	N. Bedford, .	3,279	3,008	.91-74	59	Halifax, .	120	103	.85-83
27	Dunstable, .	89	81	.91-01	60	Orleans, .	308	263	.85-55
28	Ashland, .	328	297	.90-70	61	Worthington,	168	143	.85-42
29	Douglas, .	433	392	.90-53	62	Ashfield, .	216	184	.85-41
30	Georgetown,	390	352	.90-40	63	Amherst, .	665	565	.85-04
31	Reading, .	520	464	.89-33	64	Truro, . .	264	224	.84-85
32	Monroe, . .	32	28	.89-06	65	Arlington, .	598	506	.84-61
33	Leverett, .	159	141	.88-68	66	Pelham, . .	133	112	.84-59

TOWNS.				TOWNS.					
	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		
67	Montgomery,	70	59	.84-29	115	Winchendon,	593	473	.79-76
68	Stow,	337	284	.84-27	116	Harvard,	279	222	.79-75
69	Dana,	165	139	.84-24	117	Raynham,	313	249	.79-71
70	Yarmouth,	382	321	.84-16	118	Medford,	1,160	924	.79-70
71	Weston,	211	177	.84-12	119	Easton,	748	596	.79-68
72	Boxborough,	88	74	.81-09	120	Seekonk,	169	134	.79-59
73	Chelsea,	3,290	2,766	.84-07	121	Conway,	331	263	.79-46
74	Townsend,	369	310	.84-01	122	Hanson,	226	179	.79-42
75	Wilmington,	163	136	.83-74	123	Hopkinton,	1,146	910	.79-41
76	Swampscott,	332	277	.83-58	124	Nantucket,	732	581	.79-37
77	Cummington,	217	180	.83-18	125	Fairhaven,	504	400	.79-36
78	Westport,	497	413	.83-10	126	Bridgewater,	642	509	.79-28
79	Ashburnham,	441	366	.82-99	127	Goshen,	72	57	.79-17
80	Russell,	125	103	.82-80	128	Sherborn,	208	164	.79-09
81	Chester,	239	197	.82-64	129	Bernardston,	168	132	.78-87
82	Rutland,	230	190	.82-61	130	Woburn,	1,745	1,373	.78-71
83	Charlton,	405	334	.82-59	131	Nahant,	75	59	.78-67
84	Gardner,	602	496	.82-39	132	Brookfield,	459	361	.78-65
85	Middleton,	204	168	.82-35	133	Essex,	374	294	.78-61
86	Rehoboth,	357	294	.82-35	134	Dighton,	317	249	.78-55
87	Shutesbury,	157	129	.82-17	135	Worcester,	6,460	5,071	.78-51
88	Andover,	866	711	.82-16	136	Marion,	218	171	.78-44
89	Hadley,	426	350	.82-16	137	Chelmsford,	489	383	.78-43
90	Templeton,	454	373	.82-16	138	E. Bridgewater,	600	470	.78-42
91	Dracut,	337	276	.82-05	139	Wenham,	199	156	.78-39
92	W. Roxbury,	1,491	1,221	.81-89	140	Deerfield,	672	525	.78-20
93	Gloucester,	2,851	2,333	.81-83	141	Wilbraham,	368	287	.77-99
94	Wareham,	659	538	.81-64	142	Holden,	395	308	.77-97
95	Shirley,	351	285	.81-34	143	Bedford,	152	118	.77-96
96	Berlin,	211	171	.81-28	144	Medway,	702	546	.77-78
97	Marblehead,	1,341	1,090	.81-28	145	Stoneham,	706	549	.77-76
98	Athol,	530	429	.81-04	146	Chilmark,	103	80	.77-67
99	Natick,	1,240	1,004	.81-01	147	Swansea,	243	188	.77-57
100	Westford,	292	236	.80-99	148	Stoughton,	1,179	912	.77-35
101	Winchester,	521	421	.80-90	149	Brookline,	1,061	819	.77-24
102	Mendon,	246	199	.80-89	150	Leicester,	487	376	.77-21
103	Holliston,	706	571	.80-88	151	Auburn,	215	165	.76-98
104	Dorchester,	2,059	1,664	.80-84	152	Holland,	76	58	.76-97
105	Winthrop,	138	111	.80-79	153	Scituate,	446	343	.76-91
106	Malden,	1,700	1,371	.80-65	154	N. Braintree,	136	104	.76-84
107	New Salem,	230	185	.80-65	155	Manchester,	352	270	.76-70
108	Marshfield,	311	250	.80-55	156	Belchertown,	521	399	.76-68
109	Watertown,	838	675	.80-55	157	Orange,	342	262	.76-61
110	Milton,	444	357	.80-52	158	Lynnfield,	150	114	.76-33
111	W. Newbury,	421	339	.80-52	159	Middleboro',	960	731	.76-15
112	Boxford,	178	143	.80-34	160	Mattapoisett,	268	204	.76-12
113	Provincetown,	743	595	.80-08	161	Somerville,	2,392	1,820	.76-11
114	Wellfleet,	499	399	.80-06	162	Canton,	860	654	.76-05

SCHOOL RETURNS.

xcix

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
163	W. Brookfield,	370	281	.75-95	211	Alford, .	63	45	.72-22
164	Dedham, .	1,433	1,087	.75-89	212	Quincy, .	1,598	1,152	.72-09
165	Rochester, .	186	141	.75-81	213	Westfield, .	1,265	910	.71-98
166	Longmeadow,	261	197	.75-67	214	Brimfield, .	255	183	.71-96
167	Haverhill, .	2,217	1,677	.75-66	215	Savoy, .	194	139	.71-91
168	Brewster, .	287	217	.75-61	216	Lancaster, .	290	208	.71-89
169	Newton, .	2,292	1,733	.75-61	217	Peru, .	106	76	.71-70
170	Duxbury, .	459	347	.75-60	218	Groton, .	747	535	.71-62
171	Wales, .	125	94	.75-60	219	N. Bridgew'er, .	1,537	1,100	.71-60
172	Brighton, .	921	696	.75-57	220	Saugus, .	447	320	.71-59
173	Carver, .	187	141	.75-40	221	Boston, .	43109	30841	.71-54
174	Concord, .	447	337	.75-39	222	Weymouth, .	1,868	1,336	.71-52
175	Plympton, .	190	143	.75-26	223	Leyden, .	100	71	.71-50
176	Uxbridge, .	601	452	.75-21	224	Tisbury, .	370	264	.71-49
177	Otis, .	202	151	.75-00	225	Hull, .	42	30	.71-43
178	Danvers, .	1,185	886	.74-81	226	No. Reading, .	212	151	.71-23
179	Charlestown, .	5,824	4,354	.74-77	227	Peabody, .	1,439	1,023	.71-09
180	Southwick, .	249	186	.74-70	228	Cambridge, .	7,306	5,191	.71-06
181	Lowell, .	6,225	4,646	.74-63	229	Walpole, .	399	283	.71-05
182	Florida, .	189	141	.74-60	230	Lakeville, .	202	143	.71-04
183	Dennis, .	858	640	.74-59	231	Blandford, .	212	150	.70-99
184	Warren, .	473	352	.74-52	232	Williamsburg, .	538	380	.70-63
185	Windsor, .	160	119	.74-37	233	No. Andover, .	502	354	.70-52
186	Sturbridge, .	376	279	.74-34	234	Northampton, .	1,792	1,262	.70-45
187	Lexington, .	410	304	.74-27	235	Attleborough, .	1,405	989	.70-43
188	Hinsdale, .	332	246	.74-25	236	Wendell, .	128	90	.70-31
189	Chatham, .	587	435	.74-19	237	Falmouth, .	424	298	.70-28
190	Beverly, .	1,152	853	.74-09	238	Freetown, .	306	215	.70-26
191	Southboro', .	419	310	.73-99	239	Wrentham, .	603	422	.70-07
192	Harwich, .	798	590	.73-93	240	Greenfield, .	628	439	.69-90
193	Rowe, .	117	86	.73-93	241	Agawam, .	316	220	.69-78
194	Fitchburg, .	1,921	1,419	.73-89	242	Billerica, .	339	236	.69-76
195	N. Brookfield, .	583	430	.73-84	243	Monson, .	560	390	.69-64
196	Foxborough, .	573	423	.73-82	244	Taunton, .	3,427	2,386	.69-64
197	Rockport, .	816	601	.73-65	245	Northbridge, .	711	494	.69-55
198	Needham, .	649	477	.73-50	246	Sandisfield, .	321	222	.69-31
199	Clinton, .	927	680	.73-41	247	Dudley, .	456	316	.69-30
200	Abington, .	2,130	1,563	.73-38	248	Springfield, .	4,141	2,866	.69-21
201	Mansfield, .	467	342	.73-34	249	Newbury, .	245	169	.69-18
202	Chesterfield, .	165	121	.73-33	250	Hyde Park, .	592	408	.68-92
203	Bolton, .	221	162	.73-30	251	Ipswich, .	600	413	.68-83
204	Plymouth, .	1,230	901	.73-30	252	Rowley, .	245	168	.68-77
205	Ware, .	750	549	.73-27	253	Sudbury, .	384	263	.68-62
206	Huntington, .	230	168	.73-26	254	Methuen, .	545	373	.68-53
207	Topsfield, .	235	172	.73-19	255	Wakefield, .	702	479	.68-30
208	No. Chelsea, .	210	153	.73-09	256	Southampton, .	249	170	.68-27
209	Edgartown, .	312	228	.73-08	257	W. Boylston, .	579	395	.68-22
210	Spencer, .	698	508	.72-78	258	Tewksbury, .	266	181	.68-05

BOARD OF EDUCATION.

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
259	Grafton, .	1,042	708	.67-99	298	Pittsfield, .	2,062	1,307	.63-39
260	Montague, .	423	287	.67-97	299	Ludlow, .	284	179	.63-03
261	Wayland, .	234	159	.67-95	300	Lenox, .	368	231	.62-77
262	Norton, .	320	216	.67-66	301	Mt. Wash'gt'n, .	61	38	.62-29
263	Milford, .	2,354	1,592	.67-65	302	Williamst'wn, .	665	414	.62-26
264	Pembroke, .	297	200	.67-51	303	Monterey, .	181	112	.62-15
265	Pepperell, .	386	260	.67-36	304	W.Springf'd, .	499	308	.61-82
266	Egremont, .	192	129	.67-19	305	Lee, .	943	579	.61-45
267	Millbury, .	768	515	.67-12	306	Newburyport, .	2,909	1,776	.61-07
268	Middlefield, .	159	106	.66-98	307	Acushnet, .	261	158	.60-73
269	Dalton, .	283	189	.66-96	308	Adams, .	1,834	1,098	.59-87
270	So. Scituate, .	302	202	.66-89	309	Sutton, .	595	356	.59-83
271	Becket, .	353	235	.66-71	310	Groveland, .	362	216	.59-81
272	Cohasset, .	419	279	.66-71	311	Lawrence, .	4,359	2,602	.59-70
273	Bradford, .	361	240	.66-62	312	Charlemont, .	241	142	.59-34
274	Randolph, .	1,390	925	.66-55	313	Royalston, .	281	166	.59-07
275	Dover, .	125	83	.66-40	314	Sheffield, .	478	280	.58-68
276	Tolland, .	119	79	.66-39	315	Hancock, .	187	109	.58-56
277	W.St'kbridge, .	351	233	.66-38	316	Granville, .	312	181	.58-17
278	Berkley, .	178	118	.66-29	317	Richmond, .	237	137	.58-02
279	Northfield, .	383	253	.66-19	318	Dartmouth, .	750	427	.57-00
280	Westborough, .	754	498	.66-11	319	N. Marlboro', .	397	225	.56-80
281	Coleraine, .	415	272	.65-54	320	Salisbury, .	774	438	.56-65
282	Buckland, .	432	283	.65-51	321	Chicopee, .	1,496	841	.56-22
283	Sharon, .	273	178	.65-39	322	Easthampton, .	741	411	.55-53
284	W.Bridgew'r, .	435	284	.65-29	323	G.Barrington, .	891	494	.55-44
285	Hudson, .	584	380	.65-15	324	Southbridge, .	1,084	592	.54-66
286	Hamilton, .	152	99	.65-13	325	Webster, .	744	396	.53-29
287	Stockbridge, .	430	279	.65-00	326	Tyringham, .	152	79	.52-30
288	Lynn, .	5,235	3,401	.64-97	327	New Ashford, .	41	21	.51-22
289	Whately, .	203	131	.64-78	328	Gosnold, .	19	9	.50-00
290	Marlborough, .	1,504	972	.64-63	329	Washington, .	204	100	.49-26
291	Fall River, .	4,764	3,078	.64-62	330	Salem, .	5,157	2,481	.48-12
292	Hingham, .	739	476	.64-48	331	Oxford, .	751	334	.44-47
293	Braintree, .	849	546	.64-31	332	Cheshire, .	348	153	.44-11
294	Blackstone, .	1,138	731	.64-24	333	Holyoke, .	1,425	625	.43-86
295	Palmer, .	767	491	.64-02	334	Clarksburg, .	168	69	.41-37
296	Somerset, .	422	268	.63-51	335	Lanesboro', .	309	122	.39-64
297	Sandwich, .	858	544	.63-46					

GRADUATED TABLES — THIRD SERIES.

[COUNTY TABLES.]

Table, in which all the Towns in the respective Counties in the State are numerically arranged, according to the mean average attendance of their children upon the Public Schools, for the year 1868-9.

[For an explanation of the principle on which these Tables are constructed, see *ante* p. xcvi.]

BARNSTABLE COUNTY.

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
1	EASTHAM, .	132	116	.87-88	8	Brewster, .	287	217	.75-61
2	Barnstable, .	924	793	.85-88	9	Dennis, .	858	640	.74-59
3	Orleans, .	308	263	.85-55	10	Chatham, .	587	435	.74-19
4	Truro, .	264	224	.84-85	11	Harwich, .	798	590	.73-93
5	Yarmouth, .	382	321	.84-16	12	Falmouth, .	424	298	.70-28
6	Provinceto'n,	743	595	.80-08	13	Sandwich, .	858	544	.63-46
7	Wellfleet, .	499	399	.80-06					

BERKSHIRE COUNTY.

1	OTIS, .	202	151	.75-00	17	Williamstown, .	665	414	.62-26
2	Florida, .	189	141	.74-60	18	Monterey, .	181	112	.62-15
3	Windsor, .	160	119	.74-37	19	Lee, .	943	579	.61-45
4	Hinsdale, .	332	246	.74-25	20	Adams, .	1,834	1,098	.59-87
5	Alford, .	63	45	.72-22	21	Sheffield, .	478	280	.58-68
6	Savoy, .	194	139	.71-91	22	Hancock, .	187	109	.58-56
7	Peru, .	106	76	.71-70	23	Richmond, .	237	137	.58-02
8	Sandisfield, .	321	222	.69-31	24	N. Marlboro', .	397	225	.56-80
9	Egremont, .	192	129	.67-19	25	G.Barrington, .	891	494	.55-44
10	Dalton, .	283	189	.66-96	26	Tyringham, .	152	79	.52-30
11	Becket, .	353	235	.66-71	27	New Ashford, .	41	21	.51-22
12	W.St'kbridge, .	351	233	.66-38	28	Washington, .	204	100	.49-26
13	Stockbridge, .	430	279	.65-00	29	Cheshire, .	348	153	.44-11
14	Pittsfield, .	2,062	1,307	.63-39	30	Clarksburg, .	168	69	.41-37
15	Lenox, .	368	231	.62-77	31	Lanesboro', .	309	122	.39-64
16	M.Wash'gton, .	61	38	.62-29					

BOARD OF EDUCATION.

BRISTOL COUNTY.

TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
1	N. BEDFORD,	3,279	3,008	.91-74	11	Attleboro',	1,405	989	.70-43
2	Westport,	497	413	.83-10	12	Freetown,	306	215	.70-26
3	Rehoboth,	357	294	.82-35	13	Taunton,	3,427	2,386	.69-64
4	Raynham,	313	249	.79-71	14	Norton,	320	216	.67-66
5	Easton,	748	596	.79-68	15	Berkley,	178	118	.66-29
6	Seekonk,	169	134	.79-59	16	Fall River,	4,764	3,078	.64-62
7	Fairhaven,	504	400	.79-36	17	Somerset,	422	268	.63-51
8	Dighton,	317	249	.78-55	18	Acushnet,	261	158	.60-73
9	Swansea,	243	188	.77-57	19	Dartmouth,	750	427	.57-00
10	Mansfield,	467	342	.73-34					

DUKES COUNTY.

1	CHILMARK,	103	80	.77-67	3	Tisbury,	370	264	.71-49
2	Edgartown,	312	228	.73-08	4	Gosnold,	19	9	.50-00

ESSEX COUNTY.

1	GEORGETOWN,	390	352	.90-40	18	Rockport,	816	601	.73-65
2	Amesbury,	786	694	.88-29	19	Topsfield,	235	172	.73-19
3	Swampscott,	332	277	.83-58	20	Saugus,	447	320	.71-59
4	Middleton,	204	168	.82-35	21	Peabody,	1,439	1,023	.71-09
5	Andover,	866	711	.82-16	22	No. Andover,	502	354	.70-52
6	Gloucester,	2,851	2,333	.81-83	23	Newbury,	245	169	.69-18
7	Marblehead,	1,341	1,090	.81-28	24	Ipswich,	600	413	.68-83
8	W. Newbury,	421	339	.80-52	25	Rowley,	245	168	.68-77
9	Boxford,	178	143	.80-34	26	Methuen,	545	373	.68-53
10	Nahant,	75	59	.78-67	27	Bradford,	361	240	.66-62
11	Essex,	374	294	.78-61	28	Hamilton,	152	99	.65-13
12	Wenham,	199	156	.78-39	29	Lynn,	5,235	3,401	.64-97
13	Manchester,	352	270	.76-70	30	Newburyport,	2,909	1,776	.61-07
14	Lynnfield,	150	114	.76-33	31	Groveland,	362	216	.59-81
15	Haverhill,	2,217	1,677	.75-61	32	Lawrence,	4,359	2,602	.59-70
16	Danvers,	1,185	886	.74-81	33	Salisbury,	774	438	.56-65
17	Beverly,	1,152	853	.74-09	34	Salem,	5,157	2,481	.48-12

FRANKLIN COUNTY.

1	ERVING,	108	110	1.01-85	3	Hawley,	130	125	.96-54
2	Sunderland,	181	178	.98-34	4	Heath,	114	108	.95-17

SCHOOL RETURNS.

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FRANKLIN COUNTY—CONTINUED.

TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.	TOWNS.		No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
5	Gill, . . .	118	109	.92-80	16	Orange, . . .	342	262	.76-61
6	Monroe, . . .	32	28	.89-06	17	Rowe, . . .	117	86	.73-93
7	Leverett, . . .	159	141	.88-68	18	Leyden, . . .	100	71	.71-50
8	Shelburne, . . .	312	274	.87-82	19	Wendell, . . .	128	90	.70-31
9	Warwick, . . .	154	133	.86-36	20	Greenfield, . . .	628	439	.69-90
10	Ashfield, . . .	216	184	.85-41	21	Montague, . . .	423	287	.67-97
11	Shutesbury, . . .	157	129	.82-17	22	Northfield, . . .	383	253	.66-19
12	New Salem, . . .	230	185	.80-65	23	Coleraine, . . .	415	272	.65-54
13	Conway, . . .	331	263	.79-46	24	Buckland, . . .	432	283	.65-51
14	Bernardston, . . .	168	132	.78-87	25	Whately, . . .	203	131	.64-78
15	Deerfield, . . .	672	525	.78-20	26	Charlemont, . . .	241	143	.59-34

HAMPDEN COUNTY.

1	MONTGOMY, . . .	70	59	.84-29	12	Agawam, . . .	316	220	.69-78
2	Russell, . . .	125	103	.82-80	13	Monson, . . .	560	390	.69-64
3	Chester, . . .	239	197	.82-64	14	Springfield, . . .	4,141	2,866	.69-21
4	Wilbraham, . . .	368	287	.77-99	15	Tolland, . . .	119	79	.66-39
5	Holland, . . .	76	58	.76-97	16	Palmer, . . .	767	491	.64-02
6	Longmeadow, . . .	261	197	.75-67	17	Ludlow, . . .	284	179	.63-03
7	Wales, . . .	125	94	.75-60	18	W.Springf'd, . . .	499	308	.61-82
8	Southwick, . . .	249	186	.74-70	19	Granville, . . .	312	181	.58-17
9	Westfield, . . .	1,265	910	.71-98	20	Chicopee, . . .	1,496	841	.56-22
10	Brimfield, . . .	255	183	.71-96	21	Holyoke, . . .	1,425	625	.43-86
11	Blandford, . . .	212	150	.70-99					

HAMPSHIRE COUNTY.

1	ENFIELD, . . .	152	196	1.29-28	13	Hadley, . . .	426	350	.82-16
2	Westhampton, . . .	143	145	1.01-75	14	Goshen, . . .	72	57	.79-17
3	Granby, . . .	184	178	.97-01	15	Belchertown, . . .	521	399	.76-68
4	Greenwich, . . .	112	105	.94-19	16	Chesterfield, . . .	165	121	.73-33
5	Hatfield, . . .	291	258	.88-66	17	Ware, . . .	750	549	.73-27
6	Plainfield, . . .	106	92	.87-26	18	Huntington, . . .	230	168	.73-26
7	South Hadley, . . .	470	407	.86-60	19	Williamsburg, . . .	538	380	.70-63
8	Prescott, . . .	100	86	.86-00	20	Northampton, . . .	1,792	1,262	.70-45
9	Worthington, . . .	168	143	.85-42	21	Southampton, . . .	249	170	.68-27
10	Amherst, . . .	665	565	.85-04	22	Middlefield, . . .	159	106	.66-98
11	Pelham, . . .	133	112	.84-59	23	Easthampton, . . .	741	411	.55-53
12	Cummington, . . .	217	180	.83-18					

BOARD OF EDUCATION.

MIDDLESEX COUNTY.

TOWNS.				TOWNS.					
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
1	ASHBY, .	193	220	1.14-25	28	Watertown, .	838	675	.80-55
2	Acton, .	308	308	1.00-16	29	Medford, .	1,160	924	.79-70
3	Tyngsboro', .	100	98	.98-50	30	Hopkinton, .	1,146	910	.79-41
4	Littleton, .	206	197	.95-87	31	Sherborn, .	208	164	.79-09
5	Burlington, .	91	86	.94-51	32	Woburn, .	1,745	1,373	.78-71
6	Waltham, .	1,335	1,225	.91-80	33	Chelmsford, .	489	383	.78-43
7	Dunstable, .	89	81	.91-01	34	Bedford, .	152	118	.77-96
8	Ashland, .	328	297	.90-70	35	Stoneham, .	706	549	.77-76
9	Reading, .	520	464	.89-33	36	Somerville, .	2,392	1,820	.76-11
10	Lincoln, .	130	114	.88-08	37	Newton, .	2,292	1,733	.75-61
11	Framingham, .	790	691	.87-47	38	Brighton, .	921	696	.75-57
12	Carlisle, .	132	114	.86-74	39	Concord, .	447	337	.75-39
13	Belmont, .	272	234	.86-21	40	Charlestown, .	5,824	4,354	.74-77
14	Melrose, .	601	518	.86-19	41	Lowell, .	6,225	4,646	.74-63
15	Arlington, .	598	506	.84-61	42	Lexington, .	410	304	.74-27
16	Stow, .	337	284	.84-27	43	Groton, .	747	535	.71-62
17	Weston, .	211	177	.84-12	44	No. Reading, .	212	151	.71-23
18	Boxborough, .	88	74	.84-09	45	Cambridge, .	7,306	5,191	.71-01
19	Townsend, .	369	310	.84-01	46	Billerica, .	339	236	.69-76
20	Wilmington, .	163	136	.83-74	47	Sudbury, .	384	263	.68-62
21	Dracut, .	337	276	.82-05	48	Wakefield, .	702	479	.68-30
22	Shirley, .	351	285	.81-34	49	Tewksbury, .	266	181	.68-05
23	Natick, .	1,240	1,004	.81-01	50	Wayland, .	234	159	.67-95
24	Westford, .	292	236	.80-99	51	Pepperell, .	386	260	.67-36
25	Winchester, .	521	421	.80-90	52	Hudson, .	584	380	.65-15
26	Holliston, .	706	571	.80-88	53	Marlborough, .	1,504	972	.64-63
27	Malden, .	1,700	1,371	.80-65					

NANTUCKET COUNTY.

1	NANTUCKET,	732	581	.79-37
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NORFOLK COUNTY.

1	FRANKLIN, .	567	647	1.14-11	10	Canton, .	860	654	.76-05
2	Bellingham, .	226	197	.87-39	11	Dedham, .	1,433	1,037	.75-89
3	Medfield, .	184	160	.86-96	12	Foxborough, .	573	423	.73-82
4	W. Roxbury, .	1,491	1,221	.81-89	13	Needham, .	619	477	.73-50
5	Dorchester, .	2,059	1,664	.80-84	14	Quincy, .	1,598	1,152	.72-09
6	Milton, .	444	357	.80-52	15	Weymouth, .	1,868	1,336	.71-52
7	Medway, .	702	546	.77-78	16	Walpole, .	399	283	.71-05
8	Stoughton, .	1,179	912	.77-35	17	Wrentham, .	603	422	.70-07
9	Brookline, .	1,061	819	.77-24	18	Hyde Park, .	592	408	.68-92

SCHOOL RETURNS.

CV

NORFOLK COUNTY—CONTINUED.

	TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.		TOWNS.	No. of children between 5 and 15 years of age in each town.	Mean average attendance upon School.	Ratio of attendance to the whole No. of children between 5 and 15, expressed in decimals.
19	Cohasset, .	419	279	.66-71	22	Sharon, .	273	178	.65-39
20	Randolph, .	1,390	925	.66-55	23	Braintree, .	849	546	.64-31
21	Dover, .	125	83	.66-40					

PLYMOUTH COUNTY.

1	HANOVER, .	329	340	1.03-49	14	Duxbury, .	459	347	.75-60
2	Kingston, .	279	259	.93-01	15	Carver, .	187	141	.75-40
3	Halifax, .	120	103	.85-83	16	Plympton, .	190	143	.75-26
4	Wareham, .	659	538	.81-64	17	Abington, .	2,130	1,563	.73-38
5	Marshfield, .	311	250	.80-55	18	Plymouth, .	1,230	901	.73-30
6	Hanson, .	226	179	.79-42	19	N. Bridgew'r, .	1,537	1,100	.71-60
7	Bridgewater, .	642	509	.79-28	20	Hull, .	42	30	.71-43
8	Marion, .	218	171	.78-44	21	Lakeville, .	202	143	.71-04
9	E. Bridgew'r, .	600	470	.78-42	22	Pembroke, .	297	200	.67-51
10	Scituate, .	446	343	.76-91	23	So. Scituate, .	302	202	.66-89
11	Middleboro', .	960	731	.76-15	24	W. Bridgew'r, .	435	284	.65-29
12	Mattapoisett, .	268	204	.76-12	25	Hingham, .	739	476	.64-48
13	Rochester, .	186	141	.75-81					

SUFFOLK COUNTY.

1	CHELSEA, .	3,290	2,766	.84-07	3	No. Chelsea, .	210	153	.73-09
2	Winthrop, .	138	111	.80-79	4	Boston, .	43109	30841	.71-54

WORCESTER COUNTY.

1	SHREWSBY, .	274	332	1.21-17	14	Westminster, .	349	302	.86-53
2	Hubbardston, .	278	276	.99-46	15	Sterling, .	316	272	.86-08
3	Lunenburg, .	194	186	.96-13	16	Northborough, .	280	241	.86-07
4	Petersham, .	246	228	.92-89	17	Upton, .	377	324	.86-07
5	Leominster, .	650	599	.92-23	18	Dana, .	165	139	.84-24
6	Paxton, .	140	129	.92-14	19	Ashburnham, .	441	366	.82-99
7	Oakham, .	175	161	.92-00	20	Rutland, .	230	190	.82-61
8	Douglas, .	433	392	.90-53	21	Charlton, .	405	334	.82-59
9	Boylston, .	170	149	.87-94	22	Gardner, .	602	496	.82-39
10	Princeton, .	231	202	.87-66	23	Templeton, .	454	373	.82-16
11	Hardwick, .	365	319	.87-40	24	Berlin, .	211	171	.81-28
12	Barre, .	460	401	.87-28	25	Athol, .	530	429	.81-04
13	Phillipston, .	156	136	.87-18	26	Mendon, .	246	199	.80-89

WORCESTER COUNTY—CONTINUED.

TOWNS.					TOWNS.				
		No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.			No. of children between 5 and 15 years of age in each town.	Mean average attend- ance upon School.	Ratio of attendance to the whole No. of chil- dren between 5 and 15, expressed in decimals.
27	Winchendon,	593	473	.79-76	43	Bolton, .	221	162	.73-30
28	Harvard, .	279	222	.79-75	44	Spencer, .	698	508	.72-78
29	Brookfield, .	459	361	.78-65	45	Lancaster, .	290	208	.71-89
30	Worcester, .	6,460	5,071	.78-51	46	Northbridge, .	711	494	.69-55
31	Holden, .	395	308	.77-97	47	Dudley, .	456	316	.69-30
32	Leicester, .	487	376	.77-21	48	W. Boylston,	579	395	.68-22
33	Auburn, .	215	165	.76-98	49	Grafton, .	1,042	708	.67-99
34	N. Braintree,	136	104	.76-84	50	Milford, .	2,354	1,592	.67-65
35	W. Brookfield,	370	281	.75-95	51	Millbury, .	768	515	.67-12
36	Uxbridge, .	601	452	.75-21	52	Westborough,	754	498	.66-11
37	Warren, .	473	352	.74-52	53	Blackstone, .	1,138	731	.64-24
38	Sturbridge, .	376	279	.74-34	54	Sutton, .	595	356	.59-83
39	Southborough,	419	310	.73-99	55	Royalston, .	281	166	.59-07
40	Fitchburg, .	1,921	1,419	.73-89	56	Southbridge, .	1,084	592	.54-66
41	No. Brookfield,	583	430	.73-84	57	Webster, .	744	396	.53-29
42	Clinton, .	927	680	.73-41	58	Oxford, .	751	334	.44-47

TABLE, in which all the Counties are numerically arranged, according to the AVERAGE ATTENDANCE of their Children upon the Public Schools, for the year 1868-9.

For 1867-8.	For 1868-9.	COUNTIES.	Ratio of attendance, &c.
1	1	NANTUCKET, . . . . .	.79-37
9	2	Hampshire, . . . . .	.76-90
5	3	Barnstable, . . . . .	.76-87
3	4	Middlesex, . . . . .	.76-78
8	5	Norfolk, . . . . .	.75-65
4	6	Franklin, . . . . .	.75-49
6	7	Plymouth, . . . . .	.75-21
2	8	Worcester, . . . . .	.74-89
12	9	Bristol, . . . . .	.73-33
11	10	Suffolk, . . . . .	.72-46
10	11	Dukes, . . . . .	.72-39
13	12	Essex, . . . . .	.67-47
7	13	Hampden, . . . . .	.65-40
14	14	Berkshire, . . . . .	.61-26

MEAN AVERAGE ATTENDANCE FOR THE STATE.

Number of children between 5 and 15 years of age in the State, .	269,987
Mean average attendance,	196,495
Ratio of attendance to the whole number of children between 5 and 15 years of age, expressed in decimals,73

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